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ABSTRACT

Designed for use in the New York City public secondary schools, this guide was developed to assist the teacher and supervisor in using a three semester, eight theme, global history course. This guide, which covers "Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today" is divided into eight sub-themes: (1) "Interdependent National Economies"; (2) "Impact of Environmental Choices"; (3) "Impact of New Technologies"; (4) "Changing Demographic Patterns"; (5) "World Hunger Can Be Eliminated"; (6) Tradition and Change"; (7) "International Law"; and (8) "Careers in a Global Economy." Each sub-theme is divided into learning activities, rationale, performance objectives, teaching strategies and worksheets. The learning activities relate to a particular topic within the sub-theme and a rationale explains the relationship of the topic to the sub-themes and identifies important concepts and understandings. (This guide is meant to be used with a separate volume of student worksheets that utilize mainly primary sources to learn about past and present events.) The materials in this guide are not meant to replace textbooks, but can be used as supplementary material to enhance learning. A content outline, a calendar of lessons, and an evaluation form about the material are included. (APG)

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Teacher Strategies

GLOBAL HISTORY

A Curriculum Guide

Third Semester Theme VIII

ED283740

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Experimental Edition

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DIVISION OF CURRICULUM AND INSTRUCTION

Teacher Strategies

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A Curriculum Guide

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NEW YORK CITY PUBLIC SCHOOLS
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Foreword

Global History was developed in response to a growing awareness of the factors transforming our world into a global village. That people and nations are becoming increasingly interdependent is manifested in almost every facet of daily life, from the rising price of oil to the growing number of overseas telephone calls. In an interconnected environment, when one strand of the web is jolted, reverberations are felt in every other strand. The hostage crisis in Iran and the wheat shortage in the Soviet Union are but two illustrations of this phenomenon. The challenge for Americans is not only to recognize these linkages as a fact of life, but also to understand their ramifications and to adapt to the requirements of an interdependent world.

Traditional curricula must be revised if our educational institutions are to prepare students to meet the demands of the 21st century. New courses must be introduced to equip students with the skills and understandings necessary for coping with an interdependent world. Among the essential tools are a knowledge of the past, an appreciation of other cultures, an increased facility in foreign language, and an awareness of the implications of interdependence. This three-semester course in Global History represents a major step toward enabling students to meet the challenges and opportunities inherent in our global village.

Charlotte Frank

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Executive Director
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Instruction

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EVALUATION OF GLOBAL HISTORY LEARNING ACTIVITIES

1. Are the goals of this course of study clear?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

2. Does this document meet your students' needs?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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_____

3. Is the format of this document useful?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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_____

4. Is the document well organized?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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_____

5. Is there sufficient emphasis on reading skills and map skills?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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_____

6. Is there sufficient emphasis on writing skills?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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_____

7. Are the materials on an appropriate reading level for your students?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

8. Was the interest level of the materials high among students?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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9. Would you make changes in the types of learning activities presented in this document?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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10. Did the learning activities enable the students to achieve the performance objectives?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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11. Was there a sufficient variety of activities in the learning strategies?

☐ Yes ☐ No ☐ Not Sure

Explain _____

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12. Do you think there will be any difficulty in implementing this course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

13. Did the Calendar of Lessons enable you to better structure your course?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

_____

14. What additions, deletions, or changes in sequence would you recommend for each theme?

THEME VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies.

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THEME VII: Wars, Efforts for Peace, and Revolution in the 20th Century.

_____

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_____

THEME VIII: Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today.

15. What do you consider to be the overall strengths and/or weaknesses of this Global History course outline?

16. What changes would you make to improve the quality of this document?

17. Do you have any additional comments?

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Introduction

Over 100 years ago, the conservationist John Muir stated: "When we try to pick out anything by itself, we find it hitched to everything else in the universe." Contemporary global developments have validated what Muir observed a century ago. It is increasingly apparent that the nations and peoples of the world are economically, politically, and environmentally interdependent.

Food prices in the United States rise sharply because farmers in Iowa must pay higher prices for tractor fuel as a result of war in the Middle East. Housewives in Peoria find that their wash hanging out to dry is soiled by pollution from industrial plants in the Ruhr Valley in West Germany. Automotive innovations in Japan have led to severe economic hardships for families in Detroit. Likewise, decisions in Washington reverberate throughout the world, affecting budget allocations in the Soviet Union, the stability of governments in Latin America, commodity markets in Africa, and money markets in London and Zurich.

It is an undeniable fact of life in the latter part of the 20th century that every person in the United States and the world has been affected by the phenomenon of global interdependence. Professor Lee Anderson underscores this reality by pointing out that

> *worldwide interdependencies affect the purity of our air and water; the heat in our homes and offices; the price of sugar, coffee and gasoline; the availability of meat and fish; the level of taxes; the survival of wildlife; the size of our armed forces; the subject matter of television; the levels of employment and inflation; the tranquility of our spirits; and the image of reality of our future.*[1]

With the development of increasingly sophisticated technologies and the proliferation of multinational corporations, future generations of Americans will be even more influenced by developments beyond our shores.

How can young people be prepared to cope with the challenges of life in an interdependent world? "Given the nature of the contemporary world and the foreseeable future," argues Dr. Robert Leestma, "every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future."[2] It is with this in mind that the New York City Board of Education has introduced this three-semester course in Global History.

Whereas global education seeks to make students aware of the increasingly worldwide interdependencies linking people today, global history

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[1] Lee Anderson, *Schooling and Citizenship in a Global Age* (Bloomington, Indiana: Mid-American Program for Global Perspectives in Education, Indiana University, 1978), p. 9.

[2] Robert Leestma, "Education for a Global Age," *Vital Issues*, No. 28 (March, 1979), p. 1.

represents an attempt to determine the extent and impact of linkages between people and nations in the past. Global History is based on the premise that important changes have resulted from contacts between people and the resulting exchange of cultures; consequently, the concepts of cultural diffusion and interdependence are give particular emphasis in this course.

Cultural diffusion refers to the exchange of ideas, values, and products between societies, and the changes that result from such cross-cultural contacts. It can represent the conscious attempt of one society to spread facets of its culture, or it can be the by-product of military ventures, trade, or the migrations of people. Thus, as a result of the conquests of Alexander the Great, the Hellenic culture was fused with Oriental culture; trade between Europe and the Muslim world helped to bring about the Renaissance and the Scientific Revolution; and the migrations of North European tribes led to a fusion of Greco-Roman and indigenous cultures. Cultural diffusion can be horizontal, whereby the culture of a particular society has an impact on a contemporary society, as illustrated by the Chinese influence on Japan from the sixth to the eighth centuries. Cultural diffusion can also be vertical, in instances where the ideas or institutions of one nation influence later societies. This phenomenon is exemplified by the fact that the law code developed by the ancient Romans serves as the basis for the legal system in most Western nations today.

It should be emphasized that Global History does not embody a radical change in content matter; rather, it represents a shift in focus from a traditional curriculum which looks at culture and events in Eastern and Western civilizations as isolated developments, to a curriculum which examines the interchange between societies throughout history.

This course recognizes that although most civilizations have been agents and recipients of cultural diffusion, not all societies have been influenced by cultural diffusion to the same degree. Similarly, although regional interdependence existed even among the earliest civilizations, interdependence has not been a constant theme throughout history; indeed, global interdependence is a relatively recent phenomenon. Consequently, it will be noted that much of the content in this curriculum is contained in the traditional world history course. However, by stressing the impact of one society on another, and by emphasizing the contributions of non-Western cultures as well, this course is intended to dispel the myths and avoid the inaccuracies that invariably result from an ethnocentric view of history.

It is hoped that this study of global history will not only bring into focus the continuity, connectedness, richness and diversity of different civilizations, but will promote an understanding of the network linking nations today.

Global History Themes

SEMESTER I

Theme I: Many Factors Influence the Development of Civilizations.

Theme II: Early Civilizations and Cultures Developed Around the World.

This theme deals with four optional case studies of early civilizations up to the 10th century from the following list: the Middle East; Africa; Mesoamerica and Early South America; China; Japan; India; Southwest Asia.

SEMESTER II

Theme III: Changes in Thought and Actions Led to the Emergence of the Modern World.

Theme IV: Developing Democratic and Nationalistic Movements Have Had an Effect Around the World.

Theme V: The Industrial Revolution Had Global Impact.

SEMESTER III

Theme VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies.

Theme VII: Wars, Efforts for Peace, and Revolution in the 20th Century.

Theme VIII: Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today.

How to Use this Bulletin

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the Global History course. The materials presented in this guide represent suggested approaches for teaching Global History.

Since this theme is rather detailed and comprehensive, it has been divided into several subthemes, which are themselves subdivided into learning activities, rationales, performance objectives, strategies, and worksheets.

Each learning activity relates to a particular topic within the subtheme and contains a rationale, performance objectives, numerous teaching strategies, and related worksheets.

The rationale explains the relationship of the topic to the overall subtheme, and identifies the important concepts and understandings to be taught. These concepts and understandings should serve as the major focus of the day-to-day lessons.

The performance objectives present specific knowledges and skills which students should achieve at the completion of the suggested strategies within a learning activity. This information and appropriate skills should be the basis upon which lessons are developed.

Strategies are suggested teaching techniques which illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons, and include a variety of techniques geared to enable the teacher to achieve the performance objectives of that particular learning activity. Each strategy provided in this curriculum bulletin aims to promote learning by including one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving. These strategies call for a variety of activities, including roleplaying, simulations, small group discussions, brainstorming, debates, research activities, interviews, and "hands on" experiences.

Worksheets, which follow the strategies, contain teaching/learning activities including such primary sources as photographs, diaries, documents, maps, charts, graphs, diagrams, speeches, and letters of a particular era. These materials should be used to give students opportunities to understand the value of primary sources and to evaluate their use in learning about past and present events. In short, the primary source material contained in the worksheets can become a viable basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that they are not expected to adopt all

the materials contained in this document for classroom use; indeed, it would be impossible to do so, owing to the extent and variety of the materials contained in this bulletin.

The strategies are only suggested approaches for teaching this curriculum. The variety of materials gives teachers options from which to choose in meeting the particular needs of their students. It should be noted that this curriculum does not specify how much time is to be allotted to each subtheme; thus teachers and supervisors are free to decide how much emphasis a particular subtheme should receive.

It should be further emphasized that although the materials contained within this document provide the ingredients for lessons, the strategies themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers should, however, integrate the materials and strategies into their daily lesson plans.

Furthermore, although this curriculum design contains a variety of materials not usually found in traditional textbooks, it is not intended as a replacement for the textbook; rather, these are supplementary materials which should enrich and enliven the teaching/learning process.

Content Outline

THEME VIII: ECONOMIC, POLITICAL AND CULTURAL CHANGES IN THE POST-WAR WORLD AFFECT OUR LIVES TODAY.

A. National Economies Have Become More Interdependent in the Twentieth Century.

1. More money (capital) is invested and more goods and services are exchanged among nations than ever before.

2. International banks such as the World Bank and the International Monetary Fund are becoming more important because trade is becoming more global.

3. Dwindling resources have enhanced the economic power of those nations controlling energy and other extractive resources.

4. Nations often seek to protect domestic jobs and wages by establishing controls over international trade through import quotas and tariffs.

5. Many corporations have become multinational.

6. The gap between the industrial "North" and the developing "South" countries is widening.

   -- The South's demand for a "New Economic Order" has tremendous implications for North countries.
   -- The less developed nations have taken different approaches to economic development.

B. Environmental Choices We Are Making Now Will Have a Major Impact on Life in the Twenty-First Century.

1. Projections of current trends in many important areas, including the environment, are decidedly pessimistic.

   -- A number of variables can change these grim projections either for better or worse (e.g., individual and government actions, technological changes, and outside events).

2. Environmental choices made in one part of the world have a global impact.

   -- Environmental choices that seem right in the short run (e.g., economic growth over environmental conservation) may in the long run be detrimental.

3. People in a number of industrial countries (e.g., Sweden and West Germany) are taking steps to conserve energy with the result that energy use per person is only about half that used by Americans.

4. The movement of people from country to city has resulted in the creation of similar urban cultures throughout the world.

   -- The choice to create more and larger cities has an impact on farmland, open spaces, wilderness, resources, and wildlife.

C. New Technologies are Rapidly Changing How We Work and Live, and How We Communicate Across Cultural Boundaries.

1. New modes of production make technologically advanced goods available to large groups of people around the world.

2. New applications of power have improved and expanded transportation and communications.

3. New technologies in the areas of automation, computerization, and transisterization affect living and working patterns.

   -- Microcomputers have the potential to either improve understanding between cultures or to increase the risk of misperceptions.

D. Changing Demographic Patterns Are One of the Major Forces Shaping the World Today and Tomorrow.

1. The population explosion presents a threat to world economic, social, and political security.

2. Attempts to control population growth have met with resistance from traditional forces in societies.

3. Global migrations, such as the movement of Indochinese boat and foot people, the expulsion of Asians and Europeans from Uganda, and the movement of Cuban and Haitian refugees to the United States, continue for a variety of political, cultural, and economic reasons.

4. An aging revolution is taking place around the globe as people live longer and the elderly make up a steadily growing percentage of the population.

E. World Hunger Can Be Eliminated Before the Turn of the Century.

1. The World Bank has estimated that every year fifteen to twenty million people die from hunger-related causes, and that one billion people are chronically undernourished.

2. Most often, in any given country or region, several overlapping, interrelated factors (political, economic, technological/scientific, social, and natural) contribute to the problem of hunger.

3. Food production has been significantly increased by the introduction of new varieties of seeds, fertilizers, and sophisticated irrigation techniques and farm machinery.

4. Several organizations, among them the United Nations, seek to raise the level of nutrition of rural populations by improving agriculture.

F. Traditional Ways of Life Are Undergoing Varying Degrees of Change Around the World.

1. The traditional role of women is undergoing dynamic change throughout the world.

   -- Urbanization has had an important effect on the changing roles of men, women, and children.

   -- The breakdown of traditional educational, occupational, and family roles of women has proceeded at differing rates in different societies. (See case studies of the role of women in China, the U.S., India, and Syria.)

2. Traditional patterns of marriage and family structure are currently changing in many societies.

   -- Arranged marriage persists in many societies although urbanization has begun to decrease this practice. (See case studies of Africa and India).
   -- The process of urbanization has contributed to the ascendency of the nuclear family over the extended family.
   -- In urban societies a pattern is developing in which children marry and enter careers at a later age.

3. Religious revivalism, a response to the breakdown of traditional ways of life, has played an important role in the social, cultural and economic lives of people (e.g., the Islamic revival, revivalism in the U.S.).

G. In This Global Age, International Law is Another Force That Can Link Societies Together.

1. As the interests and activities of nations increasingly overlap, the resolution of legal disputes between nations becomes urgent.

   -- In this global age, the potential for conflict especially exists in jurisdictional "no-man's lands"--regions just now being explored (e.g., the air, outer space, the sea, Antarctica).

2. Cultural contrast between the laws of different societies makes difficult the establishment of a coherent, agreeable international legal system.

3. The International Court of Justice of the United Nations is the judicial body charged with settling legal disputes between nations.

   -- International treaties or conventions, together with custom, moral law, common law, and judicial decisions form the basis of international law today.

4. The absence of any enforcement mechanism for World Court decisions is a basic weakness of the international legal system today.

   -- Most nations still guard their national sovereignty against any attempt to substitute a "higher" international authority.

H. Today's Young People Will be Launching Their Careers in a World of Increasing Multicultural Contacts and Rapidly Growing Involvement With the Global Economy.

1. New York City occupies a special place on the international political scene as well as in the world economy.

   -- This key position in world political economic affairs has a powerful impact on the nature of work in New York.

2. Typical New York City jobs are connected to aspects of the global economy (e.g., international trade, new technologies, multinational corporations).

   -- Multinational corporations attract Americans to overseas posts by appealing to American values and concerns.

3. New Yorkers need not go outside the city to find themselves working in a multicultural environment.

   -- New York's ethnic mix reflects worldwide demographic trends (i.e., the mass migration of peoples).
   -- Working in a multicultural setting requires special job skills as well as certain personal qualities.

4. The rapid and continuing decline in the number of jobs for unskilled workers in New York City reflects another global trend.

5. Job projections for the 1990s reflect global demographic trends, technological changes, and environmental concerns.

   -- The job skills and personal qualities employers look for today are related to worldwide trends.

A Suggested Calendar of Lessons

A suggested calendar of lessons is provided below as a guide for approaching Global Theme VIII, Semester III, on a daily basis. Most suggested lessons contain both evaluative and power aims. The evaluative aim, more specific than the power aim, poses a historical problem which should engender controversy. The power aim, more conceptually based, encourages thinking on the highest levels (generalizations, evaluations). Such an aim is more easily adaptable to the inquiry method. More material is included than can possibly be covered within a semester. Rather than being a mandate, the structure below has been prepared in response to many requests from teachers and supervisors; it may be modified to suit the needs of individual districts, schools, and classes.

Caveat: These strategies will help teachers to plan their lessons. However, teachers may have to add their own source material so that students can fully answer the aim questions.

LESSON	AIMS AND CONTENT POWER AIM (PA), EVALUATIVE AIM (EA)	SUBTHEME	STRATEGY
1	PA: Will protectionist policies or free trade bring greater economic benefits? EA: Should nations protect their own industries and jobs by restricting the importation of foreign goods? CONTENT: Patterns of international trade today; growth of trade over the last century; dwindling resources and implications for "have" and "have-not" nations; government protectionism versus free trade.	A	1-8
2	PA: Is the multinational firm an organizational form ahead of its time? EA: Are the problems created by multinational corporations balanced by the economic benefits they bring? CONTENT: Definition of the multinational corporation; reasons why firms choose to become multinationals; size of selected multinationals and nations compared; the pros and cons of multinationals.	A	9-12

3	PA: Does economic justice demand redistribution of the world's wealth? EA: Should the industrial North meet the demands of less developed "South" countries for a "New Economic Order"? CONTENT: The gap between developed and developing countries; factors contributing to the slow pace of industrial development in the South; South's demand for a "New Economic Order; criteria for American foreign aid; international foreign aid programs; revolutionary and evolutionary approaches to economic development.	A	13-20
4	PA: How much control do people have over the world's future? EA: Can global trends which spell environmental catastrophe be changed? CONTENT: The difference between a prediction and a future projection; Global 2000 Report projections; variables that can change the trends.	B	1-3
5	PA: Can economic growth occur without destruction of the environment? EA: Are we making the right environmental choices today? CONTENT: Air pollution and its costs; the side effects of desalinization; job losses due to environmental protection; President Reagan's "lead" policy; methanol as an alternative to oil; energy conservation in Sweden and West Germany; environmental choices to be made in the Western U.S.A.	B	4-5

6	PA: Can urban growth be stopped? EA: Can our urban centers be transformed into better places in which to live and work? CONTENT: The globalization of cities; the problems of urban growth; the growth of cities as an "environmental choice"; efforts around the world to improve cities and city life.	B	6-8
7	PA: Does society always profit from improved technology? EA: Is the microcomputer having a positive or negative impact on our lives? CONTENT: The effect of new technologies on the world of work; automation and resulting job dislocations; want-ads as a reflection of changing technologies; possibilities for the home computer.	C	1-4
8	PA: When should a government interfere in the private lives of its citizens? EA: Should governments use persuasion or force to limit population growth? CONTENT: Major worldwide demographic patterns; the relationship between population trends and economic development; Chinese government efforts to slow population growth; proposed solutions to the world population problem.	D	1-5
9	PA: Do the wealthier countries have a moral responsibility to accept immigrants from the less developed nations? EA: Should the United States government today restict immigration? CONTENT: Mass migrations of peoples today, causes and global impact; Indochinese "boat" and "foot" people; Haitian refugees in the United States; U.S. immigration policy.	D	6-8

10	PA: Does government have an obligation to assist its citizens? EA: Are we doing enough to help our elderly citizens? CONTENT: Global aging trends; problems of the elderly around the world; efforts of governments to help the elderly; the bright side of aging; contributions of the elderly.	D	9-11
11	PA: How far should individuals go to alleviate the suffering of others? EA: Can world hunger be eliminated? CONTENT: Nature and scope of the world hunger problem; the causes of hunger; myths about ending world hunger; United Nations efforts to end world hunger.	E	1-6
12	PA: Are modern ways of life always better ways of life? EA: Is the disappearance of traditional ways to be welcomed or regretted? CONTENT: Impact of urbanization and industrialism on traditional cultures; changing habits and values; the changing role of women in both developed and developing countries; the decline of the extended family; Islamic revivalism as a reaction to modernism.	F	1-7
13	PA: Will claims of national sovereignty ever be replaced by adherence to a "higher" international authority? EA: Should nations allow the International Court of Justice to settle their disputes? CONTENT: Need for international law; difference between the Chinese and American legal systems; the Law of the Seas Treaty; organization and jurisdiction of the World Court; its effectiveness.	G	1-5

14	PA: Are there certain rights or freedoms that should be guaranteed to every human being? EA: Is agreement among nations on what constitutes human rights possible? CONTENT: Soviet, Indian, and American views of human rights; the World Court's decision in the 1966 South Africa case.	G	6-7
15	PA: Can the nature of work in any locality remain unaffected by global trends? EA: Has the nature of work changed in New York City? CONTENT: New York jobs and their connections to global trends--increased international trade, the multinational corporation, mass migration of peoples, new technologies, the international political scene.	H	1-4; 8-11
16	PA: Can nations work together to find solutions to the global problems that affect their citizens' careers? EA: Can the problems that affect the careers of Americans be solved on a local or even a national level? CONTENT: Job phase-outs resulting from new technologies; jobs created by the computer revolution; inflation and unemployment in the leading industrial nations--the causes; the job outlook for the 1990s; the employee qualifications being sought.	H	5-7

Subtheme A *Interdependent National Economies*

SUBTHEME A: *NATIONAL ECONOMIES HAVE BECOME MORE INTERDEPENDENT IN THE TWENTIETH CENTURY*

LEARNING ACTIVITY 1

RATIONALE

Since at least the fifteenth century, when European nations drew all parts of the world into an international trading system, the "global economy" has been a fact of international life. Today it is more important than ever.

Several kinds of connections link nations in the global economy; the one which is the subject of this learning activity is international trade, the buying and selling of goods and services across national borders. Since 1960, the total volume of international trade has expanded over eight times. An increasing part of the gross national product of the United States today is made up of exports. Consequently, Americans are more and more concerned with the balance of trade and the balance of payments.

With the growth of international trade comes growing international economic interdependence. Some people find danger in increasing dependence on foreign countries; others find encouraging possibilities such as expanded world production and increasing hopes for world peace and cooperation.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify aspects of a Japanese citizen's life that reveal economic links between Japan and the rest of the world.
- Identify and locate several countries that are important in the international garment trade.
- Describe absolute and comparative advantage as reasons for world trade.
- Explain the relationship between increased world trade and specialization.
- Analyze charts and graphs dealing with international trade, its sources and destinations.
- Explain how tariffs can be barriers for world trade.
- Evaluate various governmental policies that the United States might take to protect and rebuild the New York garment industry.

STRATEGY 1

While Americans are becoming increasingly aware of the impact of Japan on their lives, they may not know very much about the impact of the United States on Japan. An examination of a day in the life of a typical Japanese citizen reveals the importance of foreign imports in the Japanese economy.

- Distribute Worksheet A-1, "The World in a Japanese Home." Have students read, complete the exercise and explain their answers to the following questions:
  - What does this description of Mr. Suzuki's day reveal about the connection between the Japanese and American economies?
  - What types of economic links exist between Japan and the rest of the world?

- Do you think Mr. Suzuki's life would be changed if Japan stopped trading with other countries? Explain.

- Do you use Japanese manufactured goods? Give some examples. (Students might name Japanese manufacturers such as Honda, Toyota, Datsun, Sony, Panasonic, or Yamaha.)

. Some students might want to research the percentage of American imports that comes from Japan. Others could find out what percentage of American imports consists of manufactured goods versus food and raw materials. Students should report their findings to the class.

STRATEGY 2

The growing importance of international trade in our American economy is reflected in the origins of many of the everyday items we buy and consume, including clothing. Most firms producing jeans, for example, a distinctly American product, now manufacture them outside the United States.

Labels telling where the garment was made (sewn) actually only hint at the international background of the article. Garmants marked "made in the U.S.A.," although sewn in the United States, may have been manufactured from textiles, fibers, or raw materials produced abroad.

. Distribute Worksheet A-2A, "Your Own Clothes." Assign as homework to each student the task of making a survey of his or her clothing. Students should follow the directions on the worksheet and complete all the information asked for on the chart.

. Distribute Worksheet A-2B, "World Political Outline Map." Have students locate and mark on the outline map 1) the countries that manufactured items of their personal clothing, and 2) the countries that are the chief producers of the raw materials from which their personal clothing was made. (You may also have a student, using the individual charts, make a composite list of all countries that manufactured clothing of class members.)

. Finally, have students explain their answers to the following questions:

- How many countries were involved in manufacturing clothing for this class? What countries seem to export a lot of clothing to the United States?

- In the future, do you expect more of your clothing to come from other countries? Why or why not?

- Are there benefits in getting clothing from other countries? Problems?

- What are some other items that we use in our daily lives that are manufactured abroad?

- Based on your survey and class discussion, what conclusions can you draw about the extent and importance of international trade today?

STRATEGY 3

The principles of absolute and comparative advantage explain why nations trade.

. Distribute Worksheet A-3, "An Economic Model of International Trade." Have students work in pairs to complete the worksheet. Review their responses and then have them explain their answers to the following questions:

  - What conclusions can we draw from this worksheet about the reasons why nations trade? What seem to be the benefits of specialization and world trade?

  - Since the benefits of trade seem so obvious, why do nations often attempt to restrict trade with tariffs, quotas, monetary controls, and other means?

STRATEGY 4

Over the past century world trade has increased tremendously in volume and value. In addition, control of that trade has shifted away from the countries that dominated it during the nineteenth century.

. Distribute Worksheet A-4, "World Trade (1840-1965)." Have students complete the exercise on the worksheet. Review their responses and then have students explain their answers to the following questions:

  - What story do these figures tell about the total value of world trade since 1840? Explain.

  - What story do the figures tell about the nations that have dominated world trade during the period 1840-1965? Explain.

  - How would you account for the tremendous increase in world trade since 1840? For the shift away from British and French control of world trade to American and non-Western domination? Explain.

  - What is the importance of the figures on this chart for American businessmen? American consumers? For you?

STRATEGY 5

An examination of the dollar value of world trade, its sources, and its destinations clearly reveals the interdependence that has resulted from these expanding economic links between nations.

. Distribute Worksheet A-5, "Major World Trading Partners." Have students complete the exercise on the worksheet. Review their responses and then have students explain their answers to the following questions?

  - What story do the figures on this worksheet tell about world trade?

  - Which countries are the United States' major trading partners?

  - The chart reveals that 66.2 percent of Western Europe's exports go to Western Europe. How would you interpret this?

- None of the figures for any area add up to 100 percent. How can you explain this?

- If Western Europe increases its trade with Japan, Canada, and/or Asia and the Middle East, how might the United States be affected? Explain.

- How does increased world trade affect the choices consumers have to make?

- How might jobs be affected by world trade patterns?

STRATEGY 6

An examination of the flow of trade between developed market economies, centrally planned economies, and the developing third world economies suggests some of the political and social ramifications of international trade.

. Distribute Worksheet A-6 "World Exports by Origin and Destination." Have students complete the exercise and review their responses. Then have students explain their answers to the following questions:

- What story does this diagram tell about the flow of trade between different types of economies?

- Can you think of any political reasons to explain the fact that only 5 percent of the exports from developed market economies goes to centrally planned economies? Which side do you think desires this pattern more? Explain.

- In the future, would you expect this 5 percent figure to increase, decrease, or remain the same? Explain.

- How can developed countries help less developed countries increase their trade? What can the developing countries do to increase their own trade? Explain.

- "Economically, the developing world is tied to the free market system." How do the figures on the diagram support this statement? In your opinion, what will be the political and social consequences of this tie? Explain.

STRATEGY 7

Students know that industrialized countries like the United States have become dependent for their oil needs on the Third World. They probably do not realize that the United States has to import a number of other vital resources in order to keep its industries operating. Most of the countries which have an absolute advantage over us in these resources are Third World countries.

. Distribute Worksheet A-7, "American Industry's Needs and World Trade." Have students complete the exercise on the worksheet and review their responses. Then have students explain their answers to the following questions:

- What do this map and bar graph show about the materials that American industry needs?

- Why is it significant that so few countries produce so much of the minerals needed by American industry?

- What do you suppose happens to the available supplies of a mineral when its price rises? Why does this happen?

- How will an increase in a mineral's price economically affect

  1) a less developed country endowed with minerals
  2) a developed consuming country
  3) a less developed country without minerals

- How can growing prosperity in the developing countries, resulting from a rise in the price of minerals on the world market, actually benefit the United States and other industrialized countries?

- Should the United States continue to rely on foreign countries for its supply of valuable and strategic (needed for U.S. defense) minerals? Or should we try to achieve self-sufficiency, even if it means a higher price?

- What might be the impact on the environment of trying to achieve self-sufficiency in needed resources? In your opinion, would self-sufficiency be worth the possible costs to our environment? Why or why not?

STRATEGY 8

Nations are not always eager to promote free international trade by taking advantage of the benefits of specialization. For various reasons, one of which is to protect domestic jobs and wages, governments establish controls over international trade. These controls take many forms; for example, import quotas and tariffs.

. Distribute Worksheet A-8A, "International Garment Trade Fact Sheet." Have students silently read and examine the graphs. Briefly call students' attention to the decline of employment in the garment industry in New York City, and impress on them the seriousness of the problem for New York workers and the economy of the city.

  Then explain that the United States government can control international trade, chiefly through the use of tariffs (or duties) and import quotas. Explain these terms and also the meaning of protectionism and free trade. Tell the students that the government already controls the international garment trade to some extent, using both tariffs and import quotas. Some groups, however, want a policy of increased protectionism while other groups are opposed.

. Divide the class into four groups. Distribute one set of roleplay instructions on Worksheet A-8B, "Your Own Clothes, Part 2" to each of the groups. The different student groups will represent four interest groups directly affected by the international garment trade: 1) the International Ladies' Garment Workers Union (ILGWU); 2) the Clothing Manufacturers Association (CMA); 3) the Hong Kong Trade Development Council (HKTDC); and 4) the general public (consumers and workers). Instruct students to use the

International Garment Trade Fact Sheets and their group's roleplay instructions to answer, as a group, the questions on their instruction cards and write a group position paper on the question of increased protection for the U.S. garment idustry.

- Have each group read its paper to the entire class. Depending on time and student interest, you may want to allow further debate including cross-examination and rebuttals.

- Students can contact the organization they represented in the debate above for more information, including its official position on import restrictions. Addresses are given with the roleplay instructions. Additional general information on pros and cons of import restrictions can be obtained from the:

AFL-CIO

815 16th Street N.W.

Washington, D.C., 20006

American Importers Association

420 Lexington Avenue

New York, N.Y. 10017

SUBTHEME A: *NATIONAL ECONOMIES HAVE BECOME MORE INTERDEPENDENT IN THE TWENTIETH CENTURY*

LEARNING ACTIVITY 2

RATIONALE

The rise of the multinational corporation is an outgrowth of the increasing globalization of business and trade during the twentieth century. Before the twentieth century, corporations tended to keep their operations within one nation, going beyond its borders only for needed raw materials. But as national economies became more interdependent on a global scale, the major corporations expanded both their manufacturing and their marketing activities beyond their home countries to other industrialized areas and to the less developed countries as well. They would manufacture wherever it was most efficient to do so, and sell wherever profit could be made. Thus, multinational corporations developed in which production took place in foreign "host" countries but top management decisions continued to be made at headquarters in the "home" country.

While some analysts view the rise of multinationals as a positive movement reflecting our interdependent economic world, others are alarmed. Critics contend that in acting to serve their own business needs, multinational corporations have little regard for the consequences to either their home or their host countries.

PERFORMANCE OBJECTIVES

Students will be able to:

- Differentiate multinational corporations from corporations that do international business.
- Interpret a comic strip depicting a multinational.
- Analyze reasons for the rise of multinationals.
- Interpret a chart comparing the budgets of leading multinational corporations with the budgets of several national governments.
- Evaluate the multinational phenomenon.

STRATEGY 9

The rise of the multinational corporation is a relatively recent but steadily growing phenomenon. This form of business organization differs essentially from the international corporation.

- Distribute Worksheet A-9A, "A New Business Phenomenon: The Multinational Corporation." Have students read the text, examine the pictures, and then explain their answers to the following questions:

  - What story is told by this reading and these pictures about the form big business is increasingly taking around the world today? Explain.

- What common products, sold in the United States, are made by multinationals? What products are suggested by this worksheet? Can you think of any others? (Possibilities: canned fruits and vegetables, chocolate drink mix, tennis balls, margarine, TV's and radios.)

- How does the multinational corporation differ from international corporations like the Volkswagen Corporation? Explain.

- Why do you suppose a corporation would choose to invest a large part of its total assets in foreign nations? (Have students suggest some hypotheses.)

- Do you think that the rise of the multinational corporation is a positive development? A negative development? Do you need additional information? Explain. (Have students offer some tentative opinions.)

. Distribute Worksheet A-9B, "Some Leading Multinationals and Their Homes." Have students write to the headquarters of one of the corporations listed. If students do not have access to Moody's Industrial Manual, provide them with the following list of companies and addresses. In their letters, the students should ask for a response to one or more of the following questions:

- What products do they sell in foreign markets?

- Are these products made in the home country or in the host country?

- How do market demands in the host country differ from demand for the same type of product in the home country?

- Why did the multinational corporation decide to locate in a particular host country?

- What effect do tariffs, quotas, local taxes, and government regulations have on their operations?

DUNLOP HOLDINGS LTD. U.K.
Dunlop House
Ryder Street
St. James, London S.W. 1

SIEMENS AKTIENGESELLSCHAFT
West Germany
Wittelsbacherplatz
Muenchen, Germany

PROCTER & GAMBLE CO. OHIO
1301 East Sixth Street
Cincinnati, Ohio 45202

CATERPILLAR TRACTOR CO. CAL.
100 N.E. Adams
Peoria, Ill. 61629

EXXON CORP. N.J.
1251 Avenue of the Americas
New York, N.Y. 10020

UNILEVER LTD. GREAT BRITAIN
Unilever House
Blackfriars
London C4P 4BQ

VOLKSWAGENWERKE A.G. WEST GERMANY
Wolfsburg, Germany

GENERAL MOTORS CORPORATION DEL.
3044 W. Grand Blvd.
Detroit, Mich. 48202

DAIMLER-BENZ A.G. WEST GERMANY
Mercedesstrasse
Stuttgart-Unteruerkheim Germany

MOBIL CORPORATION DEL.
150 East 42nd Street
New York, N.Y. 10017

HITACHI LTD. JAPAN
No. 5-1
1 - chome
Marunouchi Chi-Yoda-K
Tokyo, Japan

SONY CORPORATION JAPAN
7-35 Kitashinagawa
6 - chome Shinagawaku
Tokyo, Japan

UNION CARBIDE CORPORATION N.Y.
Union Carbide Building
270 Park Ave.
New York, N.Y. 10017

PHILIPS LAMP WORKS NETHERLANDS
Eindhoven
The Netherlands

NESTLE ALIMENTANA S.A. SWITZERLAND
Vevey
Switzerland

BRITISH PETROLEUM COMPANY LTD. U.K.
Britannic House
Moor Lane, London EC2Y9BU

GOODYEAR TIRE AND RUBBER CO. OHIO
1144 E. Market Street
Akron, Ohio 44316

From Robert Anthony, et al., *The World Economy and Multinational Corporations: An Activity Program for Grades 9 through 12* (The Caterpillar Tractor Co., Peoria, Ill., 1978), pp. 1-2.

. Distribute Worksheet A-9C, "The Echoes Meet Mr. McMulti." Have students read the comic strip and explain their answers to the following questions:

- How does the organization of the "All-Over Corporation" illustrate the definition of a multinational corporation? (Refer back to Worksheet A-9A.)

- What does the cartoonist suggest as the major motive for multinationals' business operations? Explain.

- Does the cartoonist approve or disapprove of multinationals? Explain. What clues can you find in the comic strip?

STRATEGY 10

There are several reasons why a corporation decides to move its operations to a foreign "host" country while continuing to manage business from the home or headquarters country.

. Distribute Worksheet A-10, "Why Become a Multinational?" Have students read the ad and explain their answers to the following questions:

- What reasons for a corporation's decision to become a multinational are suggested in this Philippine Government advertisement? Explain.

- Of the reasons given, which do you think would most influence a corporation considering a foreign move?

- Why do you suppose a less developed country like the Philippines might welcome multinational corporations? Explain.

- As an American business owner with the ability to move your operations to a foreign country, would the Philippine offer appeal to you? Are there any other factors, in your own home country or in the prospective host country, that you should consider before deciding on the move? Explain. (Possibilities: political stability of the host country, resulting unemployment in the home country.)

STRATEGY 11

The size of multinationals, critics contend, gives them the power of governments without, however, the government's sense of responsibility.

. Distribute Worksheet A-11, "Sizes of Selected Nations and Multinationals Compared." Have students examine the chart and explain their answers to the following questions:

- How does the gross national product of the nations listed here compare with the gross sales of the multinational corporations?

- How do you suppose the fact that the sales of General Motors are larger than the GNP of Belgium, Luxembourg, Argentina, and South Africa might influence the relationship between GM and the governments of those nations? Explain.

- What are some dangers inherent in the fact that businesses are getting bigger than some governments? Explain.

- Do the multinationals listed here have the power to tell some governments what to do? Why might a company want to do so? Explain.

- The United Nations has developed a code of conduct for multinationals. It includes respect for the national government, obedience to law, and non-interference in the internal affairs of the countries where multinationals do business. Do you think governments will be able to enforce this code against companies often much larger than themselves? Why or why not?

STRATEGY 12

The debate continues between critics of the multinational corporation and its supporters.

. Distribute Worksheet A-12, "Multinational Debate." Have one student read the pro-multinational corporation selection and another student the anti-multinational piece. Have students complete the exercise on the worksheet and review their responses. Then have students explain their answers to the following questions:

- How are the arguments of the critic of the multinational answered by its supporter? Explain.

- Are any of the arguments presented contradictory? How would you account for contradictions?

- Which side in the debate has the strongest arguments? How do you decide? Do you have enough information? What additional information might be helpful?

- Should governments have greater control over the conduct of multinational corporations? Should the continued expansion of multinationals be stopped? Can it be? Explain.

SUBTHEME A: *NATIONAL ECONOMIES HAVE BECOME MORE INTERDEPENDENT IN THE TWENTIETH CENTURY*

LEARNING ACTIVITY 3

RATIONALE

In the closing years of the twentieth century we find the world sharply divided over this question: "What should be the responsibility of the wealthier, industrialized countries--the North--to the developing nations of the South?" The developing nations argue strongly for a rearrangement of the world's wealth to eliminate poverty. The nations of the North, however, resist this idea of more economic equality. They argue that, through existing national and international foreign aid programs, they are doing what they can to help the nations of the South.

Individuals have different world views in part because their perspectives are inevitably subjective. Societies, also, are bound to differ over what is just or fair. But because the nations of the North increasingly depend on the countries of the South for critical resources, they will need, at the very least, to hear the views of the South and debate the question of economic justice.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain what is meant by the gap between industrial and developing countries.
- Locate on a world map industrialized and developing countries, using several indices of development.
- Analyze several factors that have contributed to the slow pace of industrial development in the South.
- Evaluate the South's demands for a "New Economic Order."
- Analyze the political implications of foreign aid programs.
- Interpret a chart showing World Bank loans made to developing countries.
- Compare and contrast two approaches to economic development--one revolutionary, the other evolutionary.

STRATEGY 13

Following the move by OPEC countries to increase greatly the price of oil, the Third World (or developing) nations cooperated on another matter. In 1974, they used their majority in the U.N. General Assembly to pass a resolution calling for a "New International Economic Order." The resolution demanded a complete restructuring of the world's wealth. This, they said, would end the gap between "rich" nations and poor nations. In 1981, this same demand was made at the International Meeting on Cooperation and Development in Cancun, Mexico. As of 1982, the United States and other industrial nations were resisting further global negotiations on the grounds that they threaten existing Western dominance over the World Bank, the International Monetary Fund and the General Agreement on Tariffs and Trade. And so, the gap between North and South remains wide.

. Distribute Worksheet A-13, "The Gap Between Developed and Developing Nations." Have students examine the data and explain their answers to the following questions:

- How do these facts and figures show the "gap" existing between the industrial countries and the developing countries?

- Why do you suppose this gap is often referred to as the North/South problem?

- According to the data, is this gap expected to narrow or widen? Explain.

- How would you account for this gap between rich and poor nations? (Have students brainstorm possible explanations.)

- How do you think the people of the "South" feel about the nations of the "North"? How would you feel?

- In your opinion, is the unequal distribution of wealth in the world fair? Why or why not?

- What problems do the difference between the industrial nations and less developed nations pose for world peace and stability? Explain.
- As an American, do you have any responsibility for the people of the less developed nations? Explain.
- Does the United States already do enough to help improve world conditions? What kinds of data would you need to answer this question?

STRATEGY 14

Many Third World nations claim that imperialism, both the nineteenth-century variety and present-day neo-colonialism, goes far to explain why the pace of economic development in the South has been slow. Although naked land grabs and seizures of raw materials on unfair terms are less frequent today, Third World countries contend that "economic imperialism," a result of the rise of multinational corporations, keeps them subordinated to the dictates of foreigners.

. Distribute Worksheet A-14, "Demands For a New Economic Order." Have students examine the passages and explain their answers to the following questions:

- What are the countries of the South demanding of the countries of the North? Explain.

- Why do Southern countries feel justified to make demands of Northern countries? (Refer students back to Worksheet A-13.)

- How is the period of colonialism involved in these demands, even though colonial empires have largely disappeared?

- Why is there fear of multinational corporations? How is this fear involved in the demands?

- From these quotations, how would you define the South's idea of "economic justice"?

- How do you think American people would respond to the South's demands? Explain.

STRATEGY 15

Cultural anthropologists (social scientists who study life styles of people in different cultures) have often attributed the slow pace of economic development in many Third World countries to ingrained customs and traditions that make the transition to a more productive society difficult.

. Distribute Worksheet A-15, "Social Inertia." Have students read the text and explain their answers to the following questions:

- Why does Robert Heilbroner feel that social inertia is a major barrier to economic development?

- Does this reading shed any light on the continuing gap between the rich and poor nations? Explain.

- Can these problems be solved by increased economic aid from the North to the South? Why or why not?

- Would the leaders of the nations of the South accept or reject social inertia as an explanation for their slow pace of development? Explain.

STRATEGY 16

The population explosion that has taken place in the nations of the South has frustrated efforts at economic improvement. Painful efforts toward expansion of the gross national product have been quickly gobbled up by more and more mouths to feed. Will uncontrolled population growth maintain the gap between the rich nations and the poor indefinitely?

. Distribute Worksheet A-16, "Population and GNP Figures For Selected Third World Countries." Have students complete the exercise on the worksheet. Review their responses and then have students explain their answers to the following questions:

- Does this table suggest one reason why the average standard of living (per capita GNP) has remained low in Third World countries in spite of considerable economic growth?

- Will a redistribution of wealth as demanded by the countries of the South help to solve this problem? Why or why not?

- Should American economic aid be tied to a willingness of the receiving nation to institute effective population control? Why or why not?

STRATEGY 17

In arguing for a redistribution of the world's wealth, the less developed countries have focused on the multinational corporations that are, they believe, exploiting them. The developed countries, on the other hand, feel that their corporations do enough for the nations in which they do business. The decision-making simulation in this strategy brings into sharper focus the conflict between ideas of economic justice.

. Distribute Worksheet A-17, "North-South Debate." Assign six students to play the role of delegates from developing nations. Assign six students to play the role of representatives of American multinational corporations.

. Explain the setting to the class. Allow students taking roles fifteen minutes to prepare their arguments, while other class members read over the worksheet and prepare questions to ask of the conference participants.

. Have the two sides debate the set of proposals the nations of the South plan to introduce. Invite the observers to question the conference participants.

. As an optional follow-up activity, stage the General Assembly Conference. Choose one representative to state the proposals for the developing nations, and one student to present the arguments against the proposal as a representative of a highly industrialized nation.

  Assign the class as delegates from industrialized nations and developing nations in the same proportion as the nations in the United Nations General Assembly: double the voting power for the developing nations. After the speeches the class can vote on the proposals.

. Debrief the roleplay by having students explain their answers to the following questions:

  - How did this roleplay illustrate the difference between North and South concepts of economic justice?

  - Why did each side have trouble giving in to the other? (If they found ways to agree, discuss how the class was able to manage this when the real world cannot.)

  - Were both sides fair? Did either side seem to you to be too selfish?

  - the North and South views on economic justice are very different. Which view seems closest to your own thinking? Is there a third position you would feel more comfortable with? Explain it.

STRATEGY 18

Foreign aid can be viewed as one of the ways in which industrial nations take responsibility for correcting the economic imbalance that exists between countries. Aid provided by the United States, for example, has been in the form of loans and outright grants, often earmarked for technical assistance programs in developing nations. Some analysts, however, argue that foreign aid, far from being based on notions of humanitarianism and justice, is, in

fact, used by the industrial nations as a political weapon to win friends and thereby increase their own power in the international arena.

. Distribute Worksheet A-18, "Title:_____." Have students complete the exercise on the worksheet. Review their responses and then have students explain their answers to the following questions:

  - What is the cartoonist trying to say about the reasons for President Reagan's foreign aid program? How does the cartoonist use exaggeration to make his point? Explain.

  - Do you think the cartoonist agrees or disagrees with Reagan's foreign aid program? What evidence of this do you find in the cartoon?

  - Why might the United States make pro-American values a condition for receiving foreign aid? Explain.

  - Is a country like the United States justified in using foreign aid for political purposes? Why or why not?

  - In your opinion, on what basis should the industrialized nations of the North give foreign aid to less developed nations of the South? Explain.

  - One analyst has stated that "the poverty of the South is a breeding ground for political instability, terrorism, and revolutionary contagion." Has this been true? Should it influence our foreign aid program? Why or why not?

. Interested students might research and report on the amount of money that the United States gives in foreign aid, both as a dollar amount and as a percentage of the Gross National Product. (From 1961 to 1973 foreign aid cost the United States 42.5 billion dollars. Yet this aid represented only four-tenths of one percent of what Americans produced.)

STRATEGY 19

Since the end of World War II, several international organizations--most of them linked to the United Nations--have been created to provide economic assistance to developing countries. They are primarily supported by the developed market economies, with the United States as the largest contributor.

. Distribute Worksheet A-19, "International Programs of Assistance." Have students complete the exercise on the worksheet. Review their responses and then have students explain their answers to the following questions:

  - What story do these charts tell about the role of international institutions in assisting developing nations? Explain.

  - The industrialized free-market countries are the principal supporters of the World Bank and IDA. The United States is the largest contributor. Why do you think these countries are willing to contribute? Explain.

- Is it a good policy for a country to borrow money for development? How will that country pay back its loan? (What will happen if the demand for its major export decreases? Consider what happened to Mexico when the demand for its oil weakened in 1981.)

- Loans from the World Bank are considered "hard," with strict repayment schedules. Those from the IDA are considered "soft," long-term loans, in reality, grants-in-aid. Why might both kinds of loans be necessary?

- How could North countries use the facts and figures on this worksheet to show that they are doing their part to help less developed South countries?

STRATEGY 20

An examination of two contrasting African economies provides insight into those factors that make for successful development and the factors that spell economic failure.

. Distribute Worksheet A-20, "Two Developing African Economies: A Contrast," and have students explain their answers to the following questions:

- What are some signs of the Ivory Coast's economic success? What are some signs of Tanzania's economic failure?
- How would you explain the Ivory Coast's economic success? Tanzania's economic failure?

- Why do you suppose the Tanzanian approach to development has been termed "revolutionary" and the Ivory Coast approach "evolutionary"?

- Why do you think President Nyerere moved eleven million Tanzanian peasants into ujamaa villages (collective farms) in 1974 and 1975?

- How do you suppose the lives of the Tanzanian farmers were affected by being moved into ujamaa villages? Why did the government need to use force to move them? What can you conclude about Tanzanian society and government from this?

- What different methods did each country use to raise capital to invest in its economy? Explain.

- What did the economist mean when he stated, "The Reaganites can be very happy with the Ivory Coast"?

- Why do you suppose Tanzania was willing to borrow, whereas the Ivory Coast was willing to accept foreign investment but not (until recently) foreign loans? Explain.

- Do you think other developing nations should follow Tanzania's revolutionary approach to development, or the Ivory Coast's evolutionary program? Explain.

- Would you advise the United States government to grant foreign aid to Tanzania and/or the Ivory Coast? Why or why not?

. Have students write a letter to the President of the United States fully explaining their recommendation on the question of U.S. foreign aid to Tanzania and/or the Ivory Coast.

Subtheme B *Impact of Environmental Choices*

SUBTHEME B: *ENVIRONMENTAL CHOICES WE ARE MAKING NOW WILL HAVE A MAJOR IMPACT ON LIFE IN THE TWENTY-FIRST CENTURY*

LEARNING ACTIVITY 1

RATIONALE

People and government in every part of the world are beginning to face environmental choices with a new sense of urgency. Such issues as conservation of resources, decisions about land use, chemical poisoning of the land, the disposal of dangerous wastes, the loss of forests and the spread of deserts, the need for fresh water -- these and others seem to find humanity at a point of no return. Once the decision is made, there appears to be no turning back. If we make the wrong choices, we are likely to create ecological disasters which will be difficult to correct.

The magnitude of these worldwide issues has left many people feeling powerless to act. They sense that what one person does cannot matter. To overcome that feeling and to help students recognize what they can do, it is useful to begin with a general survey -- to take stock of where the world is now and what projections are being made about the future. As facts about our present situation and future projections are examined more closely, the individual student can see where he or she fits in.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the difference between a prediction and a future projection.
- Give examples of projections about life on our planet in the year 2000.
- Identify those projections which they feel are most likely or least likely to occur.
- Analyze various factors that can change global trends.
- Evaluate the extent to which individuals and groups can change global trends.

STRATEGY 1

In the last year of Jimmy Carter's presidency, the Administration published a report on the future of America and the world. Called Global 2000, it was the most ambitious government survey of global issues and trends ever undertaken. Each team of experts analyzed recent and current patterns in food, population, environment, and other fields. Then, with the aid of computers, they projected these findings to the year 2000 -- less than 20 years away. As will see, the projections are very pessimistic.

- Distribute Worksheet B-1A, "Global 2000: A Grim Look at the Future," and Worksheet B-1B, "Global 2000: Reaction Sheet." Have students read Worksheet B-1A and then complete Worksheet B-1B. Follow up by having students explain their answers to the following questions:

  - According to the authors of this report, what will the world be like in the year 2000? How did they reach their conclusions?

  - How are projections different from predictions? Is one type of "futuring" more valid than the other? More useful?

- How valid are the specific projections made in the Gloal 2000? report? Do you think these outcomes will, in fact, occur? Why or why not?

- Should Americans (New Yorkers) be concerned about the projections made in this report? Why or why not?

- Would desertification affect life in your community? Would it affect your own personal future? Explain.

- Would the specific environmental hazards mentioned in item #8 affect life in your community? Your own personal life? Explain.

- Are you as pessimistic as the authors of the Global 2000 report about the world's future? Explain.

. Have selected students or a task group tabulate the students' reaction sheets. This will provide some indication of whether the class as a whole feels more or less pessimistic about the world's future than the authors of the report.

STRATEGY 2

The decisions and actions of people and governments can change the trends identified in the Global 2000 report for the better or for the worse.

. Distribute Worksheet B-2, "What Can Change the Trends?" Divide the class into three groups and assign one reading selection to each group. Have each group choose a secretary to take notes and a spokesperson who will report the group's findings to the whole class. Instruct the groups to focus discussion on the following questions which should be written on the chalkboard?

- To which trend or trends in the Global 2000 report (Worksheet B-1A) is your reading related?

- According to your reading, what things do people today know; what are poeple and governments doing today to deal with the problem described?

- Are the actions taken by people and governments improving the situation or making the problem worse?

- What policies would you suggest to deal with the trend underlying the problem described?

. Have group spokespersons report to the whole class by briefly describing their assigned reading selection and then summarizing their group's answers to the above questions. You might then have students complete the chart that follows the reading and review it. Conclude this activity by having students explain their answers to the following questions:

- Can people and governments make a difference in determining what the world will be like in the year 2000? Explain.

- Refer back to Worksheet B-1A, "Global 2000: A Grim Look at the Future." Based on the changes or potential changes in trends that are suggested by the readings on Worksheet B-2, would you revise any of the statements made in the Global 2000 report? (Students might see enough change or potential for change to write their own version of Gloal 2000 projections.)

. Encourage students to do outside research and write reports on what is being done nationally and worldwide to change the various trends identified in the Global 2000 report. Students should look for newspaper and magazine articles that deal with actions being taken in any of the problem areas suggested in the summary of the report on Worksheet B-1A.

STRATEGY 3

The problem with making projections -- identifying current trends and stretching them into the future -- is that other variables that can interfere are ignored. Human actions, technological changes, and outside events can influence any global trend in positive or negative ways.

. Distribute Worksheet B-3A, "The Problem with Projections." Have students read it and explain their answers to the following questions:

  - What is the problem with projections? Why didn't the projections that were made in the 1800s work out? (Future technological developments were not anticipated, e.g., petroleum and natural gas as replacements for whale oil.)

  - What lesson can be learned from an examination of these three historical projections that did not work out? (Encourage students to formulate a generalization such -- "Human actions, technological changes, and outside events can influence any global trend in positive or negative ways.")

. Distribute Worksheet B-4B, "Statistics and Projections" and have students complete the exercise. Review their responses and then have students explain their answers to the following questions:

  - Does the data on this chart support the gloomy projections of the Global 2000 report (refer back to Worksheet B-1A)? Do you find any evidence that looks hopeful? Explain.

  - Why would a sharp increase or a leveling off in the number of children be significant?

  - How would you account for the leveling off of population in some of the countries listed?

  - Experts compare economic growth rates to population growth rates. What can they tell by this comparison?

  - What evidence do you find that something special is taking place in Brazil? Explain.

- Besides the statistics on this chart, what other kinds of data would you need to revise the Global 2000 report findings? (Examples: statistics on the growth of deserts and programs to stop it; actions to improve water supplies; current knowledge about the environmental hazards mentioned.)

SUBTHEME B: *ENVIRONMENTAL CHOICES WE ARE MAKING NOW WILL HAVE A MAJOR IMPACT ON LIFE IN THE TWENTY-FIRST CENTURY*

LEARNING ACTIVITY 2

RATIONALE

The choices we make as individuals about use of the environment do not significantly change the balance of natural systems. One automobile cruising the highway, one bottle of toxic chemicals poured down the sink, one pile of leaves raked into a fire -- none of these matters much. It is the collection of individual decisions that make the difference. Scientists call this the paradox of the aggregate -- the impact of all decisions as a group is far different than the impact of any one.

We need to see our choices in these terms. We are part of an aggregate -- one that includes the decisions of not only 230 million fellow Americans but well over 4 billion fellow humans throughout the planet. Our personal decision to use less electricity or to plant a tree makes little difference, but if a large number of other people make the same choice, the present and the future are shaped accordingly.

One of the key areas where we make important collective decisions is in government. We are all participants in the choices being made. Even those who do not bother to vote or to become informed are part of the decision-making process.

PERFORMANCE OBJECTIVES

Students will be able to:

- Evaluate the possible consequences of environmental decisions.
- Compare choices people have made about energy consumption in three countries.
- Give examples of ways that distant environmental choices can influence their own lives.
- Explain the conflict involved in choosing between economic growth and environmental conservation.
- Recognize that individuals and groups play a vital role in environmental decisions.
- Formulate arguments for or against conservation in an eight-state area of the United States.

STRATEGY 4

Environmental choices are being made today around the world that will have important consequences for us all.

- Distribute Wroksheet B-4A, "Are We Making the Right Choices?" Divide the class into six task groups. Then distribute to each small group one of the case studies found on Worksheet B-4B.

- Instruct the groups that their task is to read the assigned case study and use the information in it to complete the chart on Worksheet B-4A.

. Have each group, using its completed chart, report its findings to the whole class. If a group suggests that some decision other than the one reflected in their case study would be better, the students should be able to support their position with sound arguments.

. In conclusion, have students explain their answers to the following questions:

- Can the decisions of one person about the environment make a difference? Is Chuck Stone's decision making a difference? Explain.

- What happens if large numbers of people make a decision about the environment -- as in Sweden and West Germany?

- How would you feel if you lost your job because of a decision to protect the environment? What would you do?

- Suppose the United States passed much stricter environmental controls. Do you think this would ruin the economy or cause widespread unemployment? In what ways could environmental protection create jobs or improve income? Explain.

- Are the cases that you have analyzed and reported on interconnected with you life and your future? How are desalinization in Saudi Arabia and energy choices in Europe connected ecologically and economically to the lives of Americans? Explain.

. Have the entire class complete the letter writing exercise that follows case #6, "Energy Choices in Two Countries." Students might exchange papers or read their letters aloud.

STRATEGY 5

This activity represents a decision-making simulation. the issue--the future of the Rocky Mountain states--is strictly speaking an American series of decisions. But by now students should be familiar with the idea that our actions stretch out across time and space to affect others--just as the actions of other people in the world can influence out lives. (Two to three class periods are needed to complete this simulation.)

. ESTABLISH THE SIMULATION. Select three groups of three students each. These nine students will represent three different points of view being presented to a Congressional Committee. The rest of the class sits as a Select Committee of the House of Representatives. They are hearing testimony involving present and future uses of the land in the eight states of the Rocky Mountain region. The House Committee is to make recommendations on how best to plan the future of the West. The witnesses represent the following three points of view, which should be written on the chalkboard for reference:

1. The Builders: The energy companies and others, plus many people throughout the country, want full-scale, full-speed economic growth.

2. The Conservationists: This group fears environmental damage and they already feel that a special way of life is vanishing. They want growth only under tight controls.

3. The Sagebrush Rebels: They want the federal government to turn the land and mineral rights back to the states. They are eager to exploit the natural wealth of the region, but they want each state to plan its own future.

. BEGIN THE SIMULATION. Distribute Worksheet B-5, "A Simulation: The Last Frontier in the West," to all members of the class. Allow one-half period for the three groups of witnesses to meet, discuss the statements on the worksheet, and prepare their arguments. While this is occurring, meet with the House Committee and, after its members have read over the worksheet, discuss with them elements that should be considered:

- the nation's energy needs
- the desire for economic growth and jobs
- saving wilderness areas as part of our natural heritage
- maintaining or improving living standards

. ALLOW ONE CLASS PERIOD FOR THE HEARING. Have the witness present their arguments. Encourage them to use the comments listed on the worksheet. Committee members should feel free to question the witnesses.

. DEBRIEF THE SIMULATION. Have students explain their answers to the following questions:

- Why is this such a critical period for the Rocky Mountain region?
- What are the choices facing Americans?
- Should all Americans be involved in the decision or just those who live in the Rocky Mountain region?

- Suppose the decision reached calls for quite rapid development of mining and other industries in the Rocky Mountain region. Identify three ways in which this might influence your life now or in the future.

- Is any one of the three choices represented in this simulation the solution to the problem? Is compromise needed? If so, what might be a workable compromise?

- How could the decision made by Americans concerning their Rocky Mountain region affect people in other parts of the world? Explain.

SUBTHEME B: *ENVIRONMENTAL CHOICES WE ARE MAKING NOW WILL HAVE A MAJOR IMPACT ON LIFE IN THE TWENTY-FIRST CENTURY*

LEARNING ACTIVITY 3

RATIONALE

Our stereotyped impressions of other cultures and people are often outdated. Images that may have had some truth to them twenty-five or fifty years ago are no longer valid. But we stick to them because we have not responded to change. That is, we have failed to notice that societies throughout the world are undergoing revolutionary changes.

The growth of cities is one of the great changes that is transforming almost every society. And if we look at this urbanization process, we find it to be one of the powerful globalizing forces of the modern age. The urban explosion was created by the global economic system. And that increasing interdependence is reflected in the very appearance of cities. They are coming to look more and more alike. An American dropped into the center of any major city would find familiar-looking buildings or businesses. He or she would also find that urban problems are not unlike those of the United States.

Cities represent a basic part of our built environment. Their continued expansion represents one of the most important environmental choices humans are making in this global age. The choice to create more and larger cities, in turn, has an impact on farmland, open spaces, wilderness, resources, and wildlife. The choice also forces us to address the question: Can we make our cities healthy, rewarding places in which to live?

PERFORMANCE OBJECTIVES

Students will be able to:

- Use photos and news accounts to identify features common to all modern cities.
- Explain why stereotypes of cities in developing countries are not accurate.
- Give examples of how the appearance of cities reflects the global economy.
- Formulate hypotheses to explain why cities are growing so fast.
- Define urban growth in terms of environmental choices.

STRATEGY 6

The stereotypes that many people continue to hold of cities in developing countries are inaccurate. Global patterns of urbanization have resulted in cities around the world that have come to look more and more alike.

- Distribute Worksheet B-6A, "Urban Surprises: City Images--An Experiment." Have students complete the exercise on the worksheet. Then have students compile their individual responses into a class list by having one or more students record on the chalkboard the words used to describe a city in each region.

. Distribute Worksheet B-6B, "Urban Surprises: The Globalization of Cities." Have students examine each picture, read the descriptions and then explain their answers to the following questions:

- What surprised you most about these cities? Explain.

- How do these photos and descriptions of modern cities compare with the mental pictures you had of cities in various parts of the world? (Refer to the stereotypes listed on the chalkboard.)

- What looks familiar to you about all modern cities? Explain.

- Cities today are an important part of the global economy. What evidence do you find of global business in the pictures and descriptions?

- In all parts of the world, cities are growing very fast. Why would people from rural areas be eager to move to the cities?

- What problems do you think might be common to all cities? What clues to common urban problems (possibilities: crime, corruption, traffic, crowding) can you find in the worksheet?

- Why is the growth of cities refered to as an "environmental choice"? (Possible responses: We choose the kind of environment we think we want; we are willing to use our resources to create it.)

- How will rapid urban growth in other parts of the world affect our personal choices and living standards? (Possibilities: spread of air and water pollution; growing strain on world resources; increased demand for American goods and further growth of U.S.-based multi-national companies.)

STRATEGY 7

The forces pushing people into cities operate throughout the world; and the problems facing city dwellers are much the same everywhere.

. Distribute Worksheet B-7A, "Life in a Shantytown." Have students act the drama out as a role-play exercise and then explain their answers to the following questions:

- What does this play suggest about the problems of living in a city?

- Why do you think Mehmed and Carla moved to Ankara from the country?

- The government of Turkey seldom turns squatters away. How can you tell this from the drama?

- What evidence is there in the play that the government cannot provide things that the people need?

- Why were Mehmed and Carla so excited by a job for just two days a week?

- Which do you think <u>best</u> explains the problems of people like Mehmed and Carla?

a) They are not very smart and know little about city life.
b) There are too many people all wanting the same things.
c) They have not planned their future carefully.
d) The government is too poor and weak to help.

(Students should see that b) is the best answer, although other statements may be true.)

- Have students compare the problems facing the people of New York City with the problems facing people in cities all over the world, and then write a report. First, have them complete the chart below by: in Column 1, listing the problems of New York City; in Column 2, putting a "G" if they think cities in other parts of the world face the same problem; in Column 3, putting a "W" (worse) or "B" (better) to indicate whether they think New York is better off or worse off than other cities in correcting this problem.

Column 1	Column 2	Column 3
PROBLEMS FACING N.Y.C.	A GLOBAL (G) PROBLEM?	BETTER (B) OR WORSE (W) SHAPE THAN OTHER CITIES?
1. 2. 3. 4.		

Next instruct students to find statistics that will help compare New York City to other cities, both in the United States and in other parts of the world. Direct students to libraries, newspaper files, city offices, and other sources of information. When they have gathered enough evidence, they can write their reports, revising their chart as necessary.

As a result of their research students should see that New York is neither in better nor worse shape than other cities and that most of its problems are shared by many other cities.

STRATEGY 8

Recognizing that urban problems are both global and serious is an important first step. Students now need to develop an awareness of what people who are willing to participate can do to correct these problems.

While none of our cities has been magically transformed in the past decade, the progress made has been remarkable. In the United States, many old, decaying cities have experienced a complete turnaround. In the world's developing nations, important strides are being taken to provide basic necessities and services. This progress proves that individuals, groups, and governments can still choose to make the urban environment a rewarding one in which to live.

- Distribute Worksheet B-8, "Solving Urban Problems." Read each selection with the class and discuss the questions on the worksheet. To conclude, have students explain their answers to the following questions:

  - What efforts are being made to correct the problems of cities around the world? (Identify the urban problems that have been addressed by each of these efforts.)

  - Which one of the efforts described do you think goes furthest toward improving the urban environment?

  - In 1974, at the time of the United Nations Conference on Urban Environment, New York Times writer Gladwin Hill said gloomily:

    > "Unless conditions and trends at the community level are changed radically, many world leaders foresee that continuing population pressures and economic maladjustments will bring fearsome social and political upheavals."

    Gladwin Hill, "A Look at the Man-Made Mess." © 1974 by the New York Times Company. Reprinted by permission.

    What did Hill mean? (Have students paraphrase Hill's statement.)

  - After reading the selections on Worksheet B-8, do you think that "conditions and trends at the community level" are "changing radically" enough to make a difference? Do you need more evidence? Explain.

  - What efforts are being made in your own communities to improve the quality of the urban environment? Who is involved? How successful have these efforts been? What responsibility do you have as an individual to improve the quality of the urban environment in which you live?

Subtheme C *Impact of New Technologies*

SUBTHEME C: *NEW TECHNOLOGIES ARE RAPIDLY CHANGING HOW WE WORK AND LIVE, AND HOW WE COMMUNICATE ACROSS CULTURAL BOUNDARIES*

LEARNING ACTIVITY

RATIONALE

The pace of technological change has speeded up. The use of thin optical fibers to transmit telephone calls, for example, is transforming the field of communications. Of all recent changes, the one we notice most -- and the one that may have the greatest impact on our lives -- is that connected with the microcomputer. This single innovation is so powerful that some rank it in importance with the development of hand tools or the harnessing of steam power.

The area of our lives where the microcomputer is becoming most noticeable is in the world of work. By the year 2,000, experts predict half to three-quarters of all jobs in our society will involve "electronic work stations." People will have to achieve computer literacy. The microcomputer will also influence family life, household tasks, entertainment choices, even voting. And it will affect our contacts across cultural boundaries, with potential for improving understanding but also raising the risk of new misperceptions.

PERFORMANCE OBJECTIVES

Students will be able to:

- Give examples of predictions about changes in the world of work linked to technological change.
- State hypotheses on how these changes will influence their lives.
- Identify positive and negative changes produced by the microcomputer.
- Evaluate the development of computer technology in the workplace and in the home.

STRATEGY 1

All students wonder about what kind of work environment they will encounter when they launch their careers. They have heard a lot about technological and other changes, but they are unsure of what this all adds up to. In this activity, they will have a chance to discuss some of the predictions about the future world of work and arrive at some tentative agreement on trends that seem likely.

- Distribute Worksheet C-1, "The World of Work in the Year 2000." Have students follow the directions on the worksheet and then have them explain their answers to the following questions:

  - According to these forecasters, what will the world of work be like in the year 2000?

  - In your opinion, will each of these forecasts come true? Why or why not? (Have students explain how they arrived at their conclusions -- even if only by hunch. On the chalkboard, keep a record of the class vote on each item.)

- Which of these forecasts are based upon the existence today of some technology that in the future might be expected to grow? Explain.

- How desirable is each of these forecasted developments? Which do you approve? Disapprove? Explain.

- How do these predictions fit in with your personal career plans? Explain.

- If these forecasts are going to come true in the year 2000, what actions should you take now to prepare yourself for the world of work in that year?

. Assign pairs of students to research the likelihood of one of the predictions coming to pass. The Readers' Guide will provide up-to-date sources; most libraries also have the Occupational Outlook Handbook prepared by the United States Department of Labor. Students could report their findings orally to the class. On the basis of these reports, members of the class might wish to change their recorded responses on Worksheet C-1.

STRATEGY 2

The microcomputer is having a growing impact on the world of work. Although exciting new opportunities involving computers are taking shape, computerization can cause painful dislocations in traditional ways of working.

. Distribute Worksheet C-2, "The Computer and the Worker." Reading A describes the kind of assembly line methods, already used in Japan, that will change factory work forever, while Reading B provides a more general survey of the computer revolution. Have students explain their answers to the following questions:

- What ideas do these articles give you about jobs in the United States by the year 2000?

- What are some of the potential advantages and disadvantages of the computer revolution?

- As a factory or office worker, forced by the computerization of your workplace to either retrain or lose your source of income, how would you feel about the computer revolution?

- If American businesses continue to computerize their operations, what skills should young people think of developing now?

- In terms of your own future career, do you favor or oppose the computer revolution? Explain.

- Can the advance of computer technology be stopped? Why or why not?

. Have students select a career with which they are familiar and, in a well developed paragraph, indicate why they are either in favor of or opposed to computerization in that field.

STRATEGY 3

The kinds of jobs that will be open to this generation of students can already be seen in the want ad sections of newspapers. The Sunday New York Times is one of the most voluminous resources for a wide variety of available jobs. This strategy focuses on the expansion of work that involves living in other countries -- an area of employment that in large part results from technological change.

. Distribute Worksheet C-3, "Global WantAds." Divide the class into five or six small groups and have each group answer the questions that appear on the worksheet. Allow two-thirds of the class period for this, and then have students explain their answers to the following questions:

  - How have changes in technology led to the creation of jobs overseas for Americans?

  - Based on your examination of these want ads, what steps do you think a young person might take now to have the best opportunities for work abroad?

  - What do you find exciting about the prospect of being sent abroad by an American company? What do you find worrisome? (Possibility: moving whether you want to or not)

. A guest speaker might be invited to address the class on the benefits and problems of living and working abroad. Many American multinational corporations have skilled, experienced staff who have returned to the United States after years in foreign countries.

STRATEGIES 4

The introduction of computers into the home may have both positive and negative effects on living patterns.

. Distribute Worksheet C-4, "Your First Home Computer." Have students complete the exercise on the worksheet. Poll the class on the impact they think the home computer will have and record poll results on the chalkboard. Then have students explain their answers to the following questions:

  - People now spend a great many hours watching TV. Do you think people will spend more or less time with their computerized communications centers? Explain.

  - Some people think that computerized communications centers will become the major form of family entertainment. People will not go to the movies as often, or to sports events or other forms of recreation. What do you think?

  - It can be argued that the home computer will give students access to far more knowledge and stir curiosity to find things out. Others say that the centers will be used primarily for regular TV programs and video games. What is your opinion? Explain.

- It is believed that home computers have the potential to increase Americans' access to knowledge about other cultures, thereby furthering understanding of those foreign peoples. What are the risks involved in gaining such easy, fast access to information about other cultures? Are the risks worth the benefits? Why or why not?

- Only half of all eligible American voters today take the trouble to vote -- even in Presidential elections. Will this change if voting is as easy as pressing a button? Why or why not?

. Have students write a persuasive essay arguing one of the following positions:

- The home computer/TV center will help (hinder) schoolwork.

- With home computers, Americans will (will not) be more likely to vote in national elections.

- Home communications will (will not) largely replace other forms of family entertainment (e.g., movies, trips, sports events, live concerts).
- Home communications centers will (will not) increase understanding between different cultures.

Subtheme D *Changing Demographic Patterns*

SUB-THEME D: *CHANGING DEMOGRAPHIC PATTERNS ARE ONE OF THE MAJOR FORCES SHAPING THE WORLD OF TODAY AND TOMORROW*

LEARNING ACTIVITY 1

RATIONALE

Since 1945, the world has witnessed an unprecedentedly rapid and uneven rate of population growth. If present projections for the rest of the century are accurate, the total number of people on Earth will reach 6,095,000,000 by the year 2000.

The figures projected are hard to comprehend if not examined in relation to specific factors such as the dynamics of population growth, the distribution and age structure of the population, the availability of natural and economic resources to sustain increased numbers of people, and the measures currently being undertaken by individual governments and international organizations both to stabilize population growth and to increase food production and economic development.

In looking ahead towards the year 2000, it is important to note the following broad trends:

1. The largest increases in population will occur in the poorer or developing countries, while the richer or developed countries will be experiencing low population growth rates.

2. In the developing countries, the greatest number of people will be in the 15-to-30 age category--the age group that is founding families and seeking work.

3. Worldwide, there will be a significantly higher proportion of persons over 65. This pattern will be most pronounced in the developed countries.

4. Huge shifts in population are taking place both between and inside countries, characterized by the search for jobs, refugee resettlement, and the emergence of giant cities.

Each of these trends requires that governments and individuals take appropriate steps to cope with population changes occurring now, and to prepare to meet the needs of tomorrow's world population.

PERFORMANCE OBJECTIVES

Students will be able to:

- Use data on maps, charts, and graphs to identify major demographic patterns affecting the world today and tomorrow.
- Formulate hypotheses about the relationship between population trends and economic development.
- Describe efforts being made to slow population growth.
- Evaluate various proposed solutions to the world population problem.

STRATEGY 1

Several broad population trends have been projected for the year 2000. These trends have important implications for economic development around the world.

. Distribute Worksheet D-1, "World Population Trends." Have students examine the graphs, map, and chart and complete the exercises on the worksheet. Then have students explain their answers to the following questions:

  - What broad population patterns or trends are shown by the data on Worksheet D-1?

  - How would you explain the slow growth of the world's population up to the nineteenth century and the continuing sharp increase thereafter? What is the significance of this continuing sharp upswing in the world's population?

  - Which of the nations listed on the "World Population Data Sheet" would you term "less developed nations"? What factors do you use to identify them? Explain.

  - In which geographic regions of the world are the more developed countries located? The less developed countries? How would you explain this North/South pattern?

  - What seems to be the relationship between a country's population growth and its per capita gross national product? How would you account for this relationship?

  - According to the data, the populations of the less developed countries are increasingly younger than the populations of the developed countries. How will this affect future population growth in the developed and less developed countries?

  - How will the fact that, if trends continue, the greatest number of people in the developing countries will be in the 15-to-30 age category affect economic development in those countries? What pressures will be put on already scarce resources? On the limited number of jobs available in developing countries?

  - If trends continue, will the gap or difference in living standards that exists today between between the rich and poor nations become wider or narrower? Explain.

  - Will the population trends shown by the figures on this worksheet affect life in your community? Your own future? Explain.

. Have students either individually or in small groups complete one of the following activities, based on data found in the "World Population Data Sheet."

  - Given X amount of dollars, decide which country on the "World Population Data Sheet" to aid. Explain your choice on the basis of the figures in the chart.

- Make a graph comparing any two factors on the data sheet.

- Choose any one country. As the government leaders of that country, examine the data sheet and describe your national priorities.

STRATEGY 2

The relationship between population growth, food supply, and economic development is suggested in the Worksheet reading "Letter from Indonesia." This selection will provide a glimpse of the life faced by millions of people in what are called "the hungry nations."

. Distribute Worksheet D-2, "Letter from Indonesia." Display a physical map of Asia that shows the geographic difficulties of Indonesia. Have students read and explain their answers to the following questions:

  - Why does Kim's family have trouble raising enough food?

  - What seems to be the relationshp between population growth and the food supply in Java?

  - How does the geography of Indonesia help explain Kim's family's problems? (Refer to the wall map.)

  - Why are some small but crowded nations (e.g., the Netherlands, Japan) able to feed their people? What special circumstances work against Indonesia? (Possibility: Lack of industrial development)

  - How do you feel about Kim's reference to fertilizer? What is significant about the ability of Americans to use it so freely, while it is too expensive for Indonesian farmers?

. Have students complete the exercise that follows the letter by answering the same questions that Karen asked Kim. Then have them compare their answers with his and explain the differences.

STRATEGY 3

A small number of developing countries have undertaken population control programs in an effort to avoid projected catastrophe.

. Distribute Worksheet D-3, "Changing Minds: Power or Persuasion." Have students read the open letter, examine the posters, and then explain their answers to the following questions:

  - How is the Chinese government trying to achieve a more stable population?

  - Is the Communist Chinese government using power or persuasion to influence family planning? Both? Explain.

  - Billboard and poster art is not new to the Chinese people. In communist countries this has long been an important form of propaganda, the goal of which has usually been to build loyalty to the government. Do these posters serve the same purpose? Explain.

- Similar posters have been used for about ten years in such Asian countries as Korea, Singapore, Hong Kong, and now Indonesia. Why do you think they have proved particularly effective in these countries? Would leaflets prove as effective?
- Of the posters on Worksheet D-3, which do you think would be most effective? Explain.
- The rules taking benefits away from couples who fail to cooperate in the population control program remain in effect today. Why do you suppose the Chinese government uses these rules but still tries to persuade people to voluntarily choose that course?
- Do governments have a responsibility to control population growth? Why or why not?
- If a government fails to persuade its citizens to voluntarily limit family size, is it justified in using more severe measures to force population control?
- As a citizen of the world and a citizen of one of the wealthier, developed countries, do you have any responsiblilty to limit the size of your future family? Explain.

STRATEGY 4

The solutions proposed for the world population problem range from those which would enlarge individual freedoms to those which would greatly limit those freedoms.

. Distribute Worksheet D-4, "Population Control: Where Do You Stand?" Divide the class into groups of four or five students each. After a brief discussion of the categories listed on the worksheet, have each group complete the activity following the directions given. Encourage students to develop their own cards to supplement those provided.

. Have groups compare their results with one another. Class results should resemble the following, which can be shared with students:

Group I:	Education programs; Equality for women; Social security; Ability to choose sex of unborn child; Abortion.
Group II:	Postponement of marriage; Incentives and rewards; Birth control.
Group III:	Penalties for large families; Licenses to have children; Sterilization of parents.

. Poll the class for agreement and disagreement with this categorization. Ask students to share their own cards or "write-in population-control alternatives" with the rest of the class.

. Now instruct the groups to categorize the various alternatives according to those they feel are already necessary to curb population growth and those which will be necessary in the future, if present growth rates continue. Discuss their answers and conclude by asking:

- Which population-control alternatives would you yourself be willing to adopt?

- Have your own opinions related to family size changed as a result of these activities? Explain.

STRATEGY 5

The recent drop in the world's population growth -- a result of successful population control programs in many developing countries -- has caused the United Nations to revise its population projections for the world in the year 2000.

. Distribute Worksheet D-5, "Global Times: UN Changes Population Projections." Have students read and explain their answers to the following questions:

  - What recent developments have caused the United Nations to lower its estimate of the world's population in the year 2000?

  - Why have birth rates in many developing countries been dropping?

  - How does the data presented in this news article illustrate the problem with all projections? Explain.

  - To what extent has population control become the policy of governments in Africa? In Asia? In Latin America?

  - Although birth rates have recently declined in many developing or Third World countries, mortality rates, compared to those in industrialized countries, have remained high. How would you account for this?

  - How successful have population control programs been in the countries that have initiated them? Explain.

  - Can concerned citizens of the world rest easy now that population estimates for the year 2000 have been lowered? Why or why not?

  - Should high population growth rate countries that have not established population control programs be encouraged (pressured) to do so? If so, what specific measures would you suggest?

. In the space allotted on the worksheet, have students write an editorial expressing their reactions to the recent United Nations revision of its world population estimates for the year 2000. Instruct them to explain their opinions concerning 1) population control programs in Third World nations, and 2) the absence of such programs in many Third World nations.

SUBTHEME D: *CHANGING DEMOGRAPHIC PATTERNS ARE ONE OF THE MAJOR FORCES SHAPING THE WORLD OF TODAY AND TOMORROW*

LEARNING ACTIVITY 2

RATIONALE

The great German novelist Heinrich Boll once called this "the century of refugees and prisoners." There have been fewer prisoners since the end of World War II, but the tide of refugees continues. Since 1914, it is estimated that over 100 million people moved or were moved from one country to another.

We may be tempted to think of this great human procession in terms of our own national experience--people risking an ocean-crossing for a fresh start in America. Most of these modern migrants, however, have moved against their will--whether as racial and ethnic groups driven from their homelands, frightened people fleeing to escape violence in their own countries, or to avoid certain starvation.

The lives of all Americans are affected by this tremendous movement of people. As a nation, we have important decisions to make about how wide to open our doors to new immigrants. As individuals and community members, we are often caught up in the tangle of the adjustment of immigrant groups to American life. How we deal with and respond to this tremendous movement of peoples--one of the forces shaping our future--will have a profound personal, local, and national impact.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the causes of Indo-Chinese and Haitian mass migration.
- Trace the movement of Indo-Chinese refugees from their places of origin to countries of first asylum and finally to their permanent homes.
- Compare and contrast the experiences of Indo-Chinese immigrants in New York and Haitian immigrants in Miami.
- Evaluate various positions regarding United States immigration policy.

STRATEGY 6

The story of the refugees from Southeast Asia is a tragic one.

- Distribute Worksheet D-6, "Boat People and Foot People." For student reference, display a wall map of the world. Have students read the article, examine the chart, and complete the exercise on the worksheet. Review their answers.

- Have individual students come up to the wall map and trace the movement of the Indo-Chinese refugees from their countries of origin to the countries which first took them in and finally to the countries which gave the refugees permanent asylum.

- Have students explain their answers to the following questions:

- What story does this worksheet tell about the movement of Indo-Chinese peoples since the Vietnam War?

- Why have hundreds of thousands of Indo-Chinese people migrated from their homelands to other countries?

- Which of the Indo-Chinese refugee peoples has become a "boat people"? Which have become "foot people"? Explain.

- How does the chart show that the Indo-Chinese refugee problem has had a global impact?

- During the nineteenth century, millions of people left their countries and came to America in search of a better life. How do recent Indo-Chinese migrations compare with that earlier mass migration? Explain.

STRATEGY 6

Refugees face a myriad of problems in their adopted countries, while the citizens of those countries must adjust to the presence of culturally different newcomers.

. Distribute Worksheet D-7, "Seeking a New Start in New York and Miami."

Have students explain their answers to the following questions:

- What difficulties do Southeast Asian refugees face in New York?

- What problems do Haitian refugees face in Florida?

- How has the reception of Haitians into the United States differed from the reception given to Cambodians and Vietnamese? How would you explain this difference?

- Should Haitians be entitled to political asylum in the United States, as are the Indo-Chinese refugees? Do you have enough information to form an opinion? Why or why not?

- Southeast Asian immigrants and those Haitians who manage to slip into the United States without getting caught soon come into contact with American citizens. Would you expect conflict to develop between Americans and the newcomers? Explain. (Brainstorm possible areas of conflict.)

- Can you think of any ways to lessen conflicts between Americans and these newcomers?

. Have students role play various possible intercultural conflict situations:

- A Cambodian boy, on his first day in an American high school, meets some of his classmates.

- An American unemployed laborer applies and is rejected for a job where he sees several Haitian immigrants hard at work.

- An American resident of Rockaway, into whose neighborhood Vietnamese have increasingly moved, meets her Vietnamese next-door neighbor for the first time.

STRATEGY 8

As the growing populations of the developing countries look for an escape from their poverty, the industrialized North is faced with both moral and practical decisions.

. Distribute Worksheet D-8, "Making a Decision on U.S. Immigration Policy." Have students read and complete the exercise on the worksheet. Poll the class on which of United States immigration policies they would support. Then have students explain their answers to the following questions:

  - What massive problem do the countries of the industrialized North face today? How has this problem come about?

  - Why do you suppose the United Nations Fund for Population Activities has called the problem of "these unwanted millions...as destabilizing to global security...as the proliferation of nuclear weapons"? Is this comparison valid? Exaggerated? Explain.

  - Is it in the self-interest of the industrialized countries to help ease population pressures of the poorer countries? Explain.

  - How do you think the United States should deal with this problem of millions of people from the poor countries who want to enter our country each year? Explain.

  - What responsibility do the developed countries today have toward less developed countries with regard to people wishing to migrate?

  - Are you personally willing to share the resources of this country with the millions of people from poorer countries who seek a piece of the "American pie"? Why or why not?

SUBTHEME D: *CHANGING DEMOGRAPHIC PATTERNS ARE ONE OF THE MAJOR FORCES SHAPING THE WORLD OF TODAY AND TOMORROW*

LEARNING ACTIVITY 3

RATIONALE

We are living in the midst of a revolution in aging. People are living longer and the elderly make up a steadily growing percentage of the population. We are becoming aware of the trend in this country, but we need to be able to see it as a global trend as well; in fact, it is in the developing countries that the pace of aging population is fastest. It is also important to note that, of all groups in our society, the one growing fastest consists of people over 80.

As individuals, we will all face choices and conflicts about aging--if not our own, then with some family member. In planning for careers, we have to be flexible enough to think of the years past 60 or 65. As members of society, we need to participate in urgent decisions that will provide our elderly with lives of security and fulfillment. And, as members of a global society, we may find that other cultures have something to teach us in coping with this issue.

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare and contrast problems the elderly face in different societies.
- Explain the efforts that are being made to help the elderly lead more rewarding lives.
- Describe some benefits of old age.
- Identify global aging trends.
- Analyze the significance of global aging trends for the societies affected.
- Propose steps that societies might take to cope with the "aging revolution."
- Explain how our lives are enriched by older people.

STRATEGY 9

The problems the elderly face are much the same around the world.

- Distribute Worksheet D-9A, "Tilting Into Old." Divide the class into four groups and assign one account to each. (You might first want to have the entire class do the cloze and vocabulary exercises that follow #2.) Have each group choose a secretary to take notes and a spokesperson to later report the group's findings to the class.

- Instruct the groups to read their account and 1) list the problems and issues the elderly face in the country discussed, and then 2) briefly describe any efforts being made in that country to provide services for the elderly.

- Have each spokesperson report the group's findings to the class. Then have students explain their answers to the following questions:

- Are the problems the elderly face limited to one society or do they happen everywhere? Explain.

- What adjustments seem most difficult for the aging individual to make? Explain.

- What do you think it will be like to face old age? What adjustments will be most difficult for you? Explain.

. To prevent the class from developing too bleak an outlook on the subject, distribute Worksheet D-9B, "The Sunnier Side of Aging." Have students read and explain their answers to the following questions:

- Why is the description of the lives of elderly people in Florida entitled "The Sunnier Side of Aging"?

- If you had been working 3600 hours every year for 40 years or more, how would this retirement feel? Explain.

- Do you imagine these people are busy and content all day, or would they often be bored? Explain.

- These people clearly seem to have enough money. Are their pastimes expensive? Could people with less money enjoy the same or similar things? Explain.

. Have students imagine themselves as the St. Petersburg bowlers and write diary entries on the worksheet expressing their feelings about the day's activities.

STRATEGY 10

The "aging revolution" is a global phenomenon. Not only are there greater numbers of elderly citizens, but societies themselves are aging--that is, the elderly form a larger and larger percentage of the total population.

. Distribute Worksheet D-10, "Mapping Global Aging Trends." Have students work in pairs to complete the exercise on the worksheet. Review their responses and have students explain their answers to the following questions:

- What worldwide population trends are shown by this map? Explain.

- How would you account for the trend toward greater numbers of elderly in all societies? The worldwide trend toward the elderly forming a larger and larger percentage of the total population? The fact that the pace of the "aging revolution" is even faster in the poor countries of the world than in the developed ones?

- Realizing that both the numbers and the percentages of the total population of the aged will increase dramatically in the next few years, what steps do you think should be taken now to improve the quality of their lives and your own? (Brainstorm possible steps that might be taken. Touch on various problem areas: Careers, housing, medical care, leisure time, nutrition, etc.)

STRATEGY 11

In all societies, the elderly have a great deal to contribute to younger people.

. Distribute Worksheet D-11, "A Desert Hunt...by Sports Car." Have students read the story and explain their answers to the following questions:

  - Why is the grandfather important to the boy? Is there evidence here that with time he is becoming even more important?

  - Is there any value for the boy in learning about the hard life of the past? Explain.

  - What other things can the boy and his grandfather gain from each other?

  - Think of an older person you know well. What can you learn from this person? What can he or she gain from you?

  - In your opinion, are the elderly in American society sufficiently valued? Explain.

. Have students interview an elderly person whom they know. Instruct them to formulate questions which elderly people would be particularly well equipped to answer by virtue of their age. These questions might first be brainstormed by the class divided into small groups.

Subtheme E *World Hunger Can Be Eliminated*

SUBTHEME E: *WORLD HUNGER CAN BE ELIMINATED BEFORE THE TURN OF THE CENTURY*

LEARNING ACTIVITY

RATIONALE

The toll taken by world hunger is staggering. Estimates range from 500 million (UN-FAO) to 1 billion (World Bank) who are chronically hungry on this planet. This translates to one out of every four to eight people.

This discrepancy in the "hunger" count results in part from confusion over the term itself. Because there are different degrees of hunger, ranging from starvation to the less serious, but still debilitating malnutrition, disagreements arise over just which categories ought to figure in a count of the truly hungry.

Although the exact figures are unclear, all experts agree that world hunger is a massive and a complex problem. Yet for the first time in history, overwhelming evidence exists that it is a problem that can be solved. We presently have the knowledge to feed every man, woman, and child in the world. Although there is no single universal key to the eradication of hunger, all the various pieces of the solution exist right now. These include new and improved methods of agriculture and the production of new crops (called the Green Revolution), new ways of bringing water up and irrigating fields, workable concepts of land distribution and usage, appropriate storage facilities to protect the harvest, and new sources of food. What is needed now is a basic world commitment to the elimination of hunger -- a commitment that must begin in the minds and hearts of individuals.

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the nature and scope of the world hunger problem.
- Interpret charts and graphs detailing the world hunger problem.
- Recognize the misery and nobility of the world's hungry.
- Categorize and analyze the multiple causes of world hunger.
- Refute commonly held assumptions (myths) about the possibility of ending world hunger.
- Take a stand on various proposals for ending world hunger.
- Suggest specific individual and group activities for combating the hunger problem.
- Choose to become involved in one such anti-hunger activity or project.
- Appreciate the workings of the the United Nations bodies concerned with the world hunger issue.

STRATEGY 1

A pre-test on world hunger will identify the extent of student knowledge about this complex problem.

. Distribute Worksheet E-1, "Student Poll on World Hunger," and have students follow the directions on the worksheet. The correct answers to questions 1-8 are provided for teacher information below. Answers should not be given to students at this point. Ask a few members of the class to tally the results of the student poll. (For question #1, how many students chose answer A? Answer B? etc.) Have one or two students write these results on the chalkboard, and then have the class explain their answers to the following questions:

  - What do the results of the poll tell us about the current knowledge of this class concerning world hunger?

  - How do the students' ideas on world hunger compare?

  - Which of the questions asked in this poll call for factual answers? Which call for opinions?

  - What kinds of information will be needed to determine the right answers to these questions? To what sources can we go for this information?

. Tell students that the answers to questions 1-8 will be found on forthcoming worksheets. Students' answers to questions 9 and 10 might change after they engage in the strategies that follow in this Learning Activity. Toward the conclusion of the Learning Activity students will take the poll again and compare their own knowledge of world hunger before and after studying the issue.

[The correct answers to questions 1-8 are: 1-C; 2-C; 3-A; 4-B; 5-D; 6-D; 7-C; 8-C.]

STRATEGY 2

Although world hunger is a widespread and grave problem, for the first time in history it is a problem that can be solved.

. Distribute Worksheet E-2, "The Global Times -- World Hunger: A Problem That Can Be Solved." Allow students time to read and then have them explain their answers to the following questions:

  - What does this issue of the Global Times tell us about the problem of world hunger?

  - What information given here about world hunger was new to you? Did you find any of the information surprising? Shocking? Do you think the information given is accurate? How can you judge? Explain.

  - According to this worksheet, how severe is the problem of world hunger today? How would you account for hunger in the world today? (Have the class suggest some hypotheses.)

- How would you account for the fact that a country's infant mortality rate (IMR) is often used as an indicator of the extent of hunger within that country? Is it a good indicator? Why or why not?

- Where in the world does hunger in its most severe form exist? What possible explanations could account for this?

- How do you suppose hunger in the United States compares with hunger in India and Africa? Does hunger exist in your own community? Explain.

- Which of the articles in the Global Times moved you the most? Explain.

- Why do you suppose sports stars are speaking out on the issue of hunger? Do you think that their involvement in the hunger problem will have an impact? Are you impressed?

- According to this Global Times issue, is there a solution to the hunger problem?

- If we can now end world hunger, why do you suppose we choose not to? How would you account for the fact that 40,000 people continue to die from hunger each day?

. The following "Food for Thought" activities might be assigned for student homework:

- Write a letter to the editor of the Global Times reacting to the world hunger edition (Worksheet E-2).

- Write an article on hunger to appear in the next issue of the Global Times. The article can be fact or fiction, but it should be based upon your own experience or knowledge.

- Draw a political cartoon expressing your point of view on world hunger.

- Cut out an article on food or nutritional issues from a current newspaper. Attach it to a piece of paper and write a short summary of the article below it.

STRATEGY 3

There is no one cause of hunger in the world today. In some areas, for example, overpopulation might go far to explain persistent undernutrition, but people in countries without a population problem suffer from chronic hunger too. Most often, in any given country or region several overlapping, interrelated factors contribute to the problem of hunger.

. Have students brainstorm possible reasons for hunger in the world. For speed, two students should list the reasons on the chalkboard as they are being called out.

- Have students categorize the reasons for hunger under the headings: political, economic, social, technological/scientific, natural. (For your reference, some examples of likely student responses in their appropriate categories follow.).

  1. POLITICAL: governments, politics, the United Nations, Department of Agriculture, war, communism, capitalism, food stamps, social security, bureaucracy, corruption, land distribution, powerful individuals (e.g., Reagan, Khomeini).

  2. ECONOMIC: poverty, military budgets, unemployment, trade/tariffs, greed, welfare, inflation, depression, scarcity, energy crisis, global economy.

  3. SOCIAL: religion, racism, class/caste systems, overpopulation, lack of birth control, waste, illiteracy, ignorance, dietary customs, laziness.

  4. TECHNOLOGICAL/ SCIENTIFIC: lack of storage facilities, irrigation, fertilization, machinery, transportation, refrigeration, communication.

  5. NATURAL: drought, disease, fate, weather, natural disasters, floods, earthquakes, lack of water, geographical barriers, land fertility.

- Distribute Worksheet E-3, "Case Study of Hunger."

- Divide the class into six groups. Assign each group one of the general causes of hunger above. (Form two "social cause" groups: Social/Population, Social/Euducation). Instruct each group to:

  - Choose a group recorder to take notes.

  - Choose a group spokesperson to later report the group's findings to the class.

  - Read the story of Maria Olana on the worksheet, and identify the parts of the story that are related to its assigned "cause."

  - Build strong, convincing arguments why each group's "cause" is "the" main reason for hunger. (Advise students that they do not personally have to agree with their assigned reason.)

- Tell students that their class has become a committee of the General Assembly of the United Nations appointed to discover "the cause" of world hunger. Each group spokesperson is a delegate who has been asked to address the committee and try to persuade it that his or her group's "cause" is the real cause of world hunger. Each speaker will have two minutes to present his or her group's arguments.

. After the presentations have been made, have students explain their answers to the following questions:

  - From this exercise, what did you learn about the cause of world hunger? Is there any one main cause? Explain.

  - Do the causes of world hunger overlap?

  - How are the causes of world hunger interrelated?

  - How would you rank the five causes of hunger from the least important to the most important cause? Explain.

  - Are any of the people mentioned in the story of Maria Olana to blame for the hunger of the Olana family? Maria's father? Mr. Mendez? the priest? the hunger organization worker? the government program representative? Explain.

  - Is there any evidence in the story that a nation's hunger problem might be caused in part by factors outside of that nation? If so, what implications would this have for solving the problem of hunger? Explain.

. As a "Food for Thought" activity students might be assigned to make up a story about one family in the United States or elsewhere that is affected by one cause of hunger. They should explain why that cause is responsible for the family's hunger and the effects of hunger on that family.

STRATEGY 4

There are several widely-held beliefs about world hunger today that many who concern themselves with that problem term "myths."

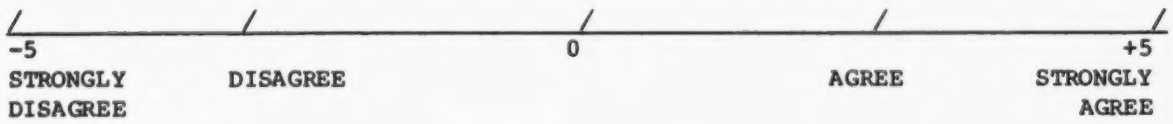
. Distribute Worksheet E-4, "Exploding the Myths about Hunger." Have students read and explain their answers to the following questions:

  - What does this worksheet suggest about solutions to the problem of world hunger?

  - Do you think that the common ideas about hunger identified on the worksheet are myths? Is the evidence presented to explode each myth adequate? Are you convinced? What type of evidence is offered? Facts? Opinions?

  - Do you think that the source of this information is reliable? Do you detect any bias? If so, does that bias affect your opinion of the evidence given? Explain.

. As a follow-up to this discussion of the myths about hunger, have students participate in the following values clarification exercise. Draw a continuum the entire length of the chalkboard:



Read the values-laden statements below and after each ask four volunteers to come up to the board and position themselves on the continuum in the location that best demonstrates their feelings (values) on the issue. Instruct the class that students who remain seated may raise their hands and ask a participant to explain his or her position. Once that explanation has been given, no further questions are allowed. Also, if a student at the continuum does not wish to defend his or her positon, that student can pass.

Values-laden statements:

1. The United States should make a gift of its surplus food to countries in real need.

2. The United States should provide low interest loans to the governments of needy countries to enable them to purchase food on the world market.

3. The United States should provide technical assistance only. For example, agricultural experts might be sent to developing countries. These experts can teach people in these countries how to increase their own food production and thereby become self-sufficient.

4. The United States should give food aid only to friendly countries.

5. The United States should restrict its aid only to countries that are democratic and capitalistic. No aid should go to dictatorships or communists.

6. There are hungry people in the United States. The country should worry about hunger within its own borders and allow other countries to solve their own problems.

7. The United States should, through loans and gifts, help needy countries wipe out poverty and thereby enable their citizens to buy the food that is available.

8. The United States government should start a campaign to encourage Americans to cut down drastically on their consumption of beef. Fewer cows would be needed and the grain to feed them would be saved. That grain should be used to eliminate hunger.

9. A much larger proportion of the American tax dollar should be spent on researching and developing new ways to grow more food.

10. Countries that have enough food should develop a world food bank with the resources to supply food to the countries that do not have enough.

11. It is up to the President of the United States and other world leaders to deal with the world hunger problem.

12. The solution to the world hunger problem depends on individuals like you and me.

. Students might be asked to write essays on one of the following questions which are related to the myths about world hunger:

Myth 1- How could we get our government to increase food aid? Is increased food aid always desirable?
Myth 2- Describe an ideal political system which could end hunger.
Myth 3- If there is enough for everyone, why doesn't everyone have enough?
Myth 4- What does the hunger situation tell us about our global priorities? How do you feel about this?
Myth 5- Compare and contrast the beliefs of Americans and Indians regarding eating cows.
Myth 6- What might a meal of the future consist of? Describe.
Myth 7- Why do you think day-to-day hunger is so "invisible"?
Myth 8- Why can't the President end hunger?

STRATEGY 5

Now that students realize that the question confronting the world today is not "Can we end hunger?" but "Will we?", they are ready to choose what their own personal role is to be in ending the hunger problem.

. Divide the class into five or six small groups. Have each group brainstorm possible activities and projects that they might undertake individually, together with friends, or as a class to make an impact on hunger. Instruct them to consider hunger in their own neighborhoods, city, nation, the world.

. Distribute Worksheet E-5, "Impact on Hunger." Have students, in their groups, read the list of suggested activities and compare their own lists with the worksheet list. After they have spent a few minutes in discussion, have students explain their answers to the following questions:

- How did the activities that you brainstormed compare with those on the worksheet? Were your ideas for activities better? Explain.

- Are the activities on the worksheet workable? practical? achievable? Do you see any obstacles to the success of these projects? Explain.

- Is it possible to change peoples' attitudes and perceptions about the world hunger problem? Will these activities begin to do that? Will these projects have an impact on hunger? Why or why not?

. Again, distribute Worksheet E-1, "Student Poll on World Hunger," as a post-test. Have students retake the poll. Go over the answers to questions 1-8 and have students measure their own learning.

. As a "Food for Thought" activity, have students choose one of the following current world issues:

- The Arms Race
- The Energy Problem
- Peace
- Human Rights

Make the point that to solve any of these problems people would have to shift their attitudes. Have students write a report in which they compare and contrast one of these issues with the hunger issue and show that the individual is central to the solution of both problems.

STRATEGY 6

One group which seeks to deal with the problem of world hunger is the Food and Agricultural Organization (FAO) of the United Nations. The purpose of the FAO is to raise the level of nutrition and standard of living of rural populations by improving agriculture. To further explore the problem of food and hunger, students might participate in a simulation of the Council of the FAO, which, in reality, consists of forty-nine representatives of the member nations of the UN. The Council is headed by a Director General. This simulation has been acted out within a single time block (3-4 hours). To stage it in the classroom, at least four class periods will be needed.

. Day 1: Preparing the simulation. Choose five students to play experts from various organizations who will state the opinions of their organizations to the FAO Council. Two students will serve as recorders of the proceedings and take notes on important points that are made, later summarizing the sessions for the group. Assign one student to govern the Council proceedings as Director General. Each remaining member of the class will play the part of a representative of one of the Council's forty-nine member nations. You might arbitrarily assign one nation to each student.

. Distribute to the entire class Worksheet E-6A, "A Simulation: FAO conference on World Hunger." Also distribute Worksheet E-6B, "Hunger: The Last Word." To each presenter, distribute the appropriate position paper and "Objections" sheet (Worksheet E-6C).

. Have students prepare their roles by studying the distributed materials. Have "members of the Council" (the bulk of the class) research relevant information about their assigned nations by using as a model Worksheet E-6D, "Background Information on Member Nations." If possible, provide students with world almanacs, factbooks, and other references in the classroom. (If not feasible, assign this as a library search to bring back material to class the following day.) Based on their search, have them complete item 1 on Worksheet E-6E, "Worksheet For Delegates From Nations."

- Day 2: Presentations. Stage parts II-IV on the agenda. Have the Director General introduce the Council session. Have each expert present his or her organization's position on world hunger to the entire Council; then invite questions and statements by Council members.

- Day 3: Voting on resolutions. Stage parts V-IX on the agenda. After a brief caucus of all participants, have students make their motions and allow for discussion. After about 20-25 minutes, have the Director General call for a vote on the resolutions. Recorders should then give a brief summary of the proceedings and the Director General should follow with a final statement.

- Day 4: Debriefing the simulation. Have students explain their answers to the following questions:

  - Why do you think hunger exists in the world today?

  - Do you think world hunger can ever be eliminated? Explain your answer.

  - Which of the proposals made today do you think is best? Why?

  - How did the conditions in your country influence the position you took in today's simulation?

  - Was your final position any different from the one you started out with? How?

  - How much were you influenced by the points made in the presentations and discussions?

  - At any point, did you feel the need to compromise in any way? Explain why.

Subtheme F *Tradition and Change*

SUBTHEME F: *TRADITIONAL WAYS OF LIFE ARE UNDERGOING VARYING DEGREES OF CHANGE AROUND THE WORLD*

LEARNING ACTIVITY

RATIONALE

Although change is a constant in history, an acceleration of change has recently taken place in cultures that had for centuries stayed put. This change is the result of the global spread of industrialization and urbanization. Its impact on the individuals and societies affected is profound.

Nowhere has change been more evident, both in developed and poor countries, than in the role of women in society. As families move from the farm to the city, two incomes become necessary to maintain a decent standard of living, educational opportunities increase, women get jobs and demand greater equality. In many societies the changing role of women has been quite painful; males and females alike are caught between the traditional ways in which they were brought up and the new values of the sex-role revolution.

Another result of global urbanization is the breakdown in many societies of the traditional extended family. Some economic and social functions that the extended family provided are no longer needed in an urban environment. But as the nuclear family replaces the extended family, painful adjustments must be made, most especially by elderly people who were brought up to expect that they would be cared for by their children.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify the forces of modernization that are changing traditional cultures.
- Analyze the changing role of women in developed industrial as well as in poor countries.
- Identify common assumptions (stereotypes) about women that limit their life possibilities.
- Define the extended family and nuclear family.
- Evaluate some of the changes that are occurring in traditional societies.
- Explain the Islamic revival in Iran as a reaction to modernism.

STRATEGY 1

In poor countries today, scenes of modernization intrude on traditional ways.

- Distribute Worksheet F-1, "Change Comes to Third World Nations." Have students complete the exercise on the worksheet. Review their responses and then have students explain their answers to the following questions:

  - What story do these photographs tell about what is happening in the Third World today?

- Are the changes shown here positive? Negative? Explain.

- How do you suppose the people in the photos feel about the changes? How would you feel?

- In many developing countries today, evidence of modernization exists side by side with traditional ways. Do you think this will still be so by the year 2000? Why or why not?

- Can modernization be stopped (or slowed) in the developing countries? Should it be? Why or why not?

. Have students choose any one photograph and write a story, a monologue, or a dialogue focusing on the changes shown.

STRATEGY 2

In the years prior to independence, selected young Africans were sent abroad to receive a Western education. Upon returning home, they often found themselves unable to go back to the traditional ways of their people.

. Distribute Worksheet F-2, "Effects of Modernization on the Masai." Have students read and explain their answers to the following questions:

- What conclusions can you draw about the changes that occurred in Africa when young people were sent to schools in the West?

- How were the habits and attitudes of the two Masai girls changed by living and going to school in the West? Explain.

- Do you think the Masai girls would ever again be able to return to their traditional ways of life? Explain.

- What does Jim, the young Masai man, mean when he says, "Without schools we shall become extinct. The world is growing without us. But with the school, and this English language, and other ways of living, we are nearer to extinction."?

- Is it possible for traditional societies to adopt selected aspects of modernization while retaining the traditional ways of life they value most? Why or why not?

STRATEGY 3

Conflict between tradition and change is not limited to the developing countries. The changing role of women has perhaps been as unsettling in industrialized countries as it has been in the developing ones.

. Distribute Worksheet F-3A, "Women in the American Work Force." Have students complete the exercise on the worksheet. Review their responses and then have students explain their answers to the following questions:

- How would you explain the sharp increase in working American women between 1930 and 1945?

- How would you explain the increase in recent years?

- Do you think the number of working women will continue to increase in the next twenty years? Why or why not? How might this influence your future work?

- Do you think the number of women on the job has increased in all industrialized countries? (Check your guess against evidence in the second graph on Worksheet F-3B.)

. Distribute Worksheet F-3B, "The Percentage of Working Women in Six Industrial Countries." Have students complete the exercise on the worksheet and review it. Then have students explain their answers to the following questions:

- What can you conclude from these two graphs about the role of women in industrial societies?

- How would you account for the increases in women working? How would you explain the recent declines in the percentages of women working in Japan, West Germany, and Italy? (Students will have to do further research to confirm their hypotheses here.)

- Do you see the increases in women working as a positive change? A negative change? What is the effect on the economy, the family unit, women's self-esteem? Explain.

STRATEGY 4

The role of women in developing countries is changing but there are many obstacles.

. Divide the class into six small groups. Distribute Worksheet F-4, "The Changing Roles of Women in India, China, and Syria," giving copies of reading selection A to two groups, B to two groups, and C to two groups. Instruct each group to answer the questions on its worksheet and be ready to report to the class.

. For each reading selection, have one of the two groups assigned to it summarize the reading. Have the other group report its answers to the questions. Finally, have students explain their answers to the following questions:

- What evidence do you find that the role of women is changing in each of these three societies?

- What obstacles to their hopes and dreams do these women meet?

- What predictions would you make for the future of women in each of these societies? Will there be more change or a return to traditional ways? Explain.

- Can you think of a change which women in America want that has run into obstacles? Explain.

STRATEGY 5

We all carry images of who we are, what is expected of us, and what we hope to become. Our opportunities for fulfilling goals can often depend on other people and their images. In this activity, students examine the kinds of expectations we have about the roles of women and men.

. Distribute Worksheet F-5, "Expectations and Assumptions." Have students work in pairs to complete the exercise on the worksheet. Review it and then have students explain their answers to the following questions:

  - How do you react to the various assumptions that are often made about women? (If students are unanimous in their response to this question, what does this say about our society? If responses vary, how can this be explained?)

  - How does stereotyping affect people's chances of filling roles they might like? Can stereotyping make a role seem less worthwhile than it is? Explain. What determines the worth of a role?

  - In situation "g," in Kenya, a woman would typically be hired for the construction crew job. How do you think that country views women's ability to perform hard physical labor? In Indonesia a man would typically be hired for a secretarial clerical slot.

  - Situation "h" is based upon actual American aid programs to countries in Africa. Can you see any pitfalls in applying our stereotypes to other countries? Do countries share the same stereotypic views of roles?

  Rudie Tretten, et al., In Tomorrow's World, GPE Handbook Series, Global Perspectives in Education, 1979, p. 63.

STRATEGY 6

Not only is the role of women both within and outside the family changing around the globe, but the structure of the family itself is being radically altered. As societies become increasingly urbanized, the traditional, extended or joint family is being replaced by the nuclear family.

. Distribute Worksheet F-6, "Nuclear Family Replaces Extended Family." Have students read each selection and explain their answers to the following questions:

  - What changes are occurring in many societies in the structure of the family?

  - How is the nuclear family different from the traditional, extended or joint family?

  - Why do many people, like the Indian woman here, prefer the joint to the nuclear family? Explain.

- Why do many older people, like the Korean gentleman, regret the passing of the extended family?

- The Korean gentleman states that the spread of the nuclear family is an unavoidable trend. Do you agree? Why or why not?

- How would you account for the worldwide trend toward nuclear families? How is the global trend toward urbanization related to the collapse of the extended family and the spread of the nuclear family? Which family structure is more suited to urban life?

- Is life in an extended family better than life within a nuclear family? Which would you prefer? Explain.

- As the Korean gentleman suggests, can some of the positive aspects of the extended family, like the traditional loving respect for parents, be borrowed to cover the shortcomings of the nuclear family? Why or why not?

STRATEGY 7

One response to the breakdown of traditional ways of life is religious revivalism. The Islamic revival in Iran has been an attempt to "cleanse" that country of all Western, modern influences and to return Iranians to the customs and morality of traditional Islam. (Note: The Newsweek article on which this strategy is based was written just prior to the taking of American hostages in Iran.)

. Distribute Worksheet F-7, "The Islamic Revival." Have students read, examine the picture and cartoon, and then explain their answers to the following questions:

- What rules has the Ayatollah Khomeini made for Iranians? On what are these rules based?

- How have foreigners been treated by followers of the Ayatollah? Explain. How would you account for that treatment?

- How would you explain this religious revival in Iran? Why would Iranians want to return to traditional religious values? Explain.

- According to the author, how have Iranian people responded to Khomeini's new rules?

- This article was written in 1979--just before American hostages were taken in Iran. Does this article help explain the anti-American feelings that were shown by Iranian crowds during the "hostage" period?

- In the long run, will the Ayatollah and his religious crusaders stamp out modernism in Iran? Why or why not?

Subtheme G *International Law*

SUBTHEME G: *IN THIS GLOBAL AGE, INTERNATIONAL LAW IS ANOTHER FORCE THAT CAN LINK SOCIETIES TOGETHER*

LEARNING ACTIVITY

RATIONALE

As global links increase and problems cross national boundaries, managing international conflict is becoming a potentially important role for the international legal system. For if relations between nations are to attain some degree of stability, a way to predict the actions one nation takes toward another must be found. Law has the potential to provide that international stability and predictability.

As great as international law's potential is, there are difficulties. Cultural differences make agreement on law and law-making problematic. When countries have radically different points of view, for example, on what constitutes "human rights," how will it be possible to reach agreement on a coherent international legal system? Moreover, although in reality there has been a shift away from state-centric control of the world (as witnessed by the development of multi-national corporations, OPEC, the International Monetary Fund, and NATO, to name just a few international actors in the world today), most nation states still guard their national sovereignty against any attempt to substitute a "higher" international authority.

PEFORMANCE OBJECTIVES

Students will be able to:

. Define international law.
. Explain the need for internationl law.
. Compare and contrast the legal systems of the United States and China.
. Analyze the difficulties nations have in reaching international agreements.
. Describe the organization and jurisdiction of the International Court of Justice.
. Analyze weaknesses of the World Court.
. Create a personal declaration of human rights.
. Analyze the World Court's decision in the 1966 South Africa case.
. Evaluate the role of international law in resolving conflicts today.

STRATEGY 1

As international interests increase and the world becomes more and more a global village, the resolution of legal disputes between nations becomes urgent. This urgency is clearly seen when problems develop in jurisdictional no-man's-lands, like the air, outer space, the sea and, as this strategy suggests, in Antarctica.

. Distribute Worksheet G-1, "The Need for International Law in Antarctica." Have students read and explain their answers to the following questions:

  - Why has it been said that Antarctica would be the best place to go if you wanted to eliminate one of your in-laws?

- Why would there be problems if an American killed a Russian in the sector of Antarctica claimed by Australia? Explain.

- How is the problem of legal jurisdiction in Antarctica more urgent today than it was thirty years ago?

- Why is the Antarctic Treaty presently inadequate to deal with legal problems that arise? Explain.

- How do you think the problem of legal jurisdiction in Antarctica might be resolved?

- Should all nations in Antarctica adopt a set of rules regulating the conduct of individuals and nations there, i.e., international laws? Why or why not?

- This article mentions that in addition to Antarctica there exist other "jurisdictional no-man's-lands": the air, outer space, and the sea. What kinds of international legal problems might develop in each? Explain.

STRATEGY 2

A nation's legal system reflects its culture. While cultural contrasts between the laws of different societies do not make one society right and the other wrong, radically different points of view do make difficult the establishment of a coherent, agreeable international legal system.

. Distribute Worksheet G-2, The Chinese and American Legal Systems Compared." Have students explain their answers to the following questions:

- How are the Chinese and American legal systems different?

- Why has the Chinese legal system been referred to as a "gradual slide to the bottom" and the U.S. legal system a "falling off the edge of a cliff"?

- Do you think these descriptions are valid? Why or why not?

- Which legal system--the Chinese or the American--seems best? What do you think are the faults of each system? Explain.

- China and the United States are only two of the nations which have differing legal systems. Hundreds of other nations in the world, to one extent or another, view the legal process differently. What problems do these differences pose for reaching agreement on "international" law? Explain.

STRATEGY 3

International treaties or conventions (together with custom, moral law, common law, and judicial decisions) form the basis of international law today. The recent Law of the Seas Treaty, which the United States rejected in July, 1982, is one example of an effort by the nations of the world to deal with potential legal conflicts in a jurisdictional no-man's-land, the world's oceans and seabeds.

- Distribute Worksheet G-3A, "The Law of the Seas--A Model Conference." This simulation will take three class periods. Divide the class into nine groups, and assign each group to act as delegates from one country or as the officials described on the worksheet.

- Review the background facts as well as the items which students are to decide. Be sure that students understand the issues before beginning the model conference.

- Following the timetable on the worksheet, have each group first caucus for the purpose of deciding their stand on the issues.

- Hold Session 1 of the conference. Have each nation present its case. UN representatives can also speak to the issues. Students playing the Secretary General (and assistants) should indicate areas of hard conflict and suggest areas where compromise might be reached.

- Allow about fifteen minutes for meetings between groups that think they can compromise.

- Hold Session 2 of the conference. Have delegates report any progress toward agreement. Discuss and vote on each of the two items on the agenda. A majority of two-thirds is needed to pass a resolution.

- Debrief the simulation by having students explain their answers to the following questions:

  - How did this model conference illustrate the difficulties that nations have in writing international law? (If students did not have much difficulty, examine the degree to which their simulation mirrored reality.)

  - How urgent do you think the need is for a Law of the Seas? Explain.

  - Should individual nations give up some of their sovereignty (independent power) for the sake of international stability? Why or why not?

- Distribute Worksheet G-3B, "Law of Seas Is Not Law of Land." Have students explain their answers to the following questions:

  - After seven years of participating in the negotiations for a Law of the Seas treaty, what step did the United States take in July, 1982?

  - Why did President Reagan scuttle official American participation in the treaty? Explain.

  - Should the United States have signed the Law of the Seas treaty? Is the United States being selfish in refusing to transfer its technology to an international authority established by the treaty? Why or why not?

  - Why do many analysts think that, although the United States did not sign the Law of the Seas treaty, Washington will have to abide by most of it anyway? Explain.

STRATEGY 4

The International Court of Justice of the United Nations at the Hague, or World Court, as it is commonly known, has power under the UN Charter to adjudicate disputes between nations. Since its first case in 1948, the World Court has rendered twenty-seven contentious decisions and seventeen advisory opinions. Twenty-five nations have put themselves under the compulsory jurisdiction of the World Court. The United States, through the Connally Amendment, has reserved the right to decide whether a dispute is domestic and falls within its own national jurisdiction, or is international and within the World Court's jurisdiction.

. Distribute Worksheet G-4, "The World Court--Organization and Jurisdiction." Have students read and explain their answers to the following questions:

- Why do you suppose an International Court was established when the Charter of the United Nations was drawn up? (Note: An international court had functioned under the League of Nations.)

- Is the method of choosing judges for the International Court of Justice (or World Court) fair? Wise? Explain.

- Why do you suppose a member of the court can only be dismissed by the unamimous decision of the other judges (Article 18)? What possible abuses does this prevent?

- Why do you think judges receive a salary that cannot be decreased or taxed (Article 32)? What possible abuses does this prevent?

- How does Article 38 of the statute suggest the way World Court judges decide international disputes?

- What cases can the World Court decide (i.e., what is its jurisdiction)?

- When the United States brought the matter of the American hostages taken by Iran to the World Court, Iran claimed the Court had no jurisdiction to hear the case. The Court decided the case over Iran's objection. Which article in the statute would the Court cite to show its competence to hear the case? Explain.

- Twenty-five nations have to date put themselves under the compulsory jurisdiction of the World Court (Article 36, section 2). Why do you suppose most countries (the United States is one) have refused to do so? Explain.

- Should all nations bind themselves to the decisions of the International Court of Justice? Should the United States do so? Why or why not?

STRATEGY 5

In 1979, the United States brought to the World Court its dispute with Iran over that country's taking of American hostages at the U.S. Embassy in Teheran. Iran's disregard for the World Court's ruling reveals a basic weakness today in the international legal system--lack of any enforcement mechanism for World Court decisions.

. Distribute Worksheet G-5, "World Court Fails to Gain Release of American Hostages in Iran." Have students read, complete the exercise, and explain their answers to the following questions:

- How did the World Court rule in the case of the United States versus Iran? How did the Court explain its decision?

- Why do you suppose there is a long-standing legal code that protects diplomatic personnel?

- Why didn't the World Court's decision put an end to the conflict?

- What basic weakness in the international legal system today is revealed by this case?

- If nations can refuse to bring a dispute before the World Court and refuse to abide by the Court's decisions, is there any point in nations trying to reach international agreements? In having a World Court? Explain.

STRATEGY 6

The matter of human rights is both one of the oldest and one of the newest issues to demand the attention of the world's people and their governments. Western ideas such as the right of individuals to protection against arbitrary rule have been strongly influenced by British legal history and the American Declaration of Independence. These ideas helped to shape many of the colonial movements for independence in the years following World War II.

Large-scale public awareness of human rights issues as one of the basic themes of the new global age, however, did not really crystallize until the UN-sponsored Conference on Human Rights was held in Helsinki, Finland, in 1976. In the next few years, as one human rights case after another received press coverage, people became more aware of a basic fact: opinions differ widely over which human rights are most important. A Soviet Communist means something very different in using the term than would, say, an American political leader. Action taken by the United States to protect human rights might well be seen by another government as an inexcusable interference.

International legal disputes often result from this difference of opinion over which human rights are most important.

. Distribute Worksheet G-6A, "Views of Human Rights." Have students answer the questions that follow each short selection. Review their responses and then have students explain their answers to the the following questions:

- What story do these quotations tell about how human rights are viewed around the world? Explain.

- Why did no one mention the freedoms considered basic in the United States--right to vote, freedom of speech, press, religion, etc.?

- How would you explain the fact that people who live in poverty have a different human rights agenda than the average American?

- Why do you suppose some Soviets (like Alexei) suggest that such freedoms as freedom of the press and the freedom to choose among candidates of different parties in free elections are unimportant?

- Are the Soviet and Indian views of human rights wrong and the American view right? Explain.

  Why might it be difficult for these three groups to agree on definitions of human rights? Why might it be difficult for them to agree on violations of human rights?

. Distribute Worksheet G-6B, "Three Points of View." Assign one-third of the class to represent each group of countries. To increase the realism of the exercise, ask each student to select a country that falls in his or her group. The students should think of themselves as representatives of their countries--and consequently interested in their general welfare. (Students might be assigned to research some basic facts about their chosen countries prior to the roleplay.)

. Distribute Worksheet G-6C, "Guidelines for a Human Rights Declaration." Have students read the background statements and instructions for creating the class's own declarations. Then stage the debate. Either the teacher or a strong-willed student can serve as moderator. During the first part of the debate, try to keep students in their roles--representing a country with certain views of human rights issues. Once students have a good grasp of how each cluster of nations views certain basic rights and freedoms, allow them to add ideas of their own. Each student suggestion should be considered by the class but be added to the list only if all the others agree. It will help to keep the class list divided into the two UN categories: economic, social, and cultural rights and political rights. Wording of the final document can borrow phrases from the Universal Declaration of Human Rights. (Contact the United Nations Association for copies or make copies from a book in the library.)

STRATEGY 7

In 1966, the World Court decided an important case involving human rights issues, initiated by Liberia and Ethiopia against South Africa.* The Court's decision raised questions in many minds about the credibility and effectiveness of the Court itself.

. Distribute Worksheet G-7, "South Africa Faces the World Court." Have students complete the exercise. Review their responses and then have students explain their answers to the following questions:

  - Why did Ethiopia and Liberia, in 1960, challenge South Africa's administration of South-West Africa? How did the World Court rule in that 1960 case?

* Source for this activity is Constitutional Rights Foundation, International Law in a Global Age, Teacher's Handbook (California, 1982), p. 149.

- What claims did Liberia and Ethiopia make in the second phase of the case?

- What was the World Court's final decision? How did it explain that decision?

- In your opinion, should the case have been decided "on merits"? Why or why not?

- What effect do you suppose the Court's decision had on its credibility and effectiveness? After this decision, would nations be more or less likely to bring international disputes before the World Court? Explain.

. Have students imagine they are members of the International Court of Justice charged with writing an opinion on the South-West Africa case. Students should consider the following questions, which might be written on the chalkboard, as they prepare their opinions:

- Do Liberia and Ethiopia have the right to bring the case to the court? Why or why not?

- If so, should South Africa's mandate over South-West Africa be ended? Why or why not?

- If so, how should South-West Africa be governed?

- What effects might your decision have? On Africa? On the world? On the reputation of the Court? Should these considerations influence your decision?

- How will you make sure your decision is obeyed?

Subtheme H *Careers in a Global Economy*

SUBTHEME H: *TODAY'S YOUNG PEOPLE WILL BE LAUNCHING THEIR CAREERS IN A WORLD OF INCREASING MULTICULTURAL CONTACTS AND RAPIDLY GROWING INVOLVEMENT WITH THE GLOBAL ECONOMY*

LEARNING ACTIVITY 1

RATIONALE

The jobs of New Yorkers involve an endless variety of connections with other countries and with worldwide economic networks. The connection may be casual and unplanned--a department store clerk may scarcely notice she has been selling scarves made in Italy all morning. Or the connection may involve more direct, sustained contact, often with trips to other countries. The trend to more direct contact between citizens of different countries opens up new career choices. In one of the activity sheets below, the students encounter several New Yorkers whose work involves extensive foreign travel. They will also deal with questions about the employees of multinational companies--what's it like to be stationed overseas? Even without leaving home, workers in New York, whatever their jobs, have the potential for contact with people of other cultures. New York is a city of immigrants. Each has come here in a different way or for special reasons, and yet collectively we represent one of the great migrations in history. And the process has not stopped. In the past forty years more people than ever before have become immigrants in the hope of finding a better life. Thousands of these newcomers now call New York home and help give the city the feeling of a global village.

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain ways in which typical jobs based in New York City are connected to the global economy.
- Analyze the specific ways multinational corporations attract Americans to overseas posts.
- Compare and contrast New York City's ethnic mix to that of the nation as a whole.
- Explain how New York's multicultural mix reflects worldwide demographic trends.
- Describe the connection between high minority unemployment in New York City and worldwide economic trends.

STRATEGY 1

An increasing number of New Yorkers find that their jobs are connected to the global economy and, thereby, require some foreign travel.

- Distribute Worksheet H-1, "New York Jobs and the Global Economy." Have each class row read one of the five sketches and then have students in each row use their sketch to explain their answers to the following questions:

  - What is the nature of the career described in the sketch?

  - How is that particular career connected to the global economic system? To which aspect of the global economy?

- Why has it become necessary for this individual to work and sometimes live in other countries?

- Do you find evidence that these types of global jobs are increasing? Explain.

- How does each person feel about living away from home for long periods? How do you think you would feel?

. After each row has answered the preceding questions as they apply to its sketch, have the class as a whole explain its answers to the following questions:

- What personal qualities do these five people have in common? Explain.

- Are the careers of these New Yorkers typical? In time, will they become more typical? Why or why not?

- As a New York City high school student, soon to embark on your own career, what questions might you want to ask these five individuals?

STRATEGY 2

While some American workers spend a small portion of their time in foreign countries, others work overseas on a more permanent basis, some for years at a stretch. These are people who work for United States-based multinational companies and banks.

. Distribute Worksheet H-2A, "What's It Like to Work Overseas." Have students complete the exercise on the worksheet. Review their responses and then have them explain their answers to the following questions:

- Why are a number of American-based corporations today asking many of their American employees to take overseas posts?

- Some Americans are unhappy in overseas posts. What are the problems likely to be?

- Other families--like the Albrights--embrace the new culture into which they have been transplanted. What qualities do you think they might have that help make theirs a rewarding experience?

- Would you be willing to spend several years of your life working in a foreign country? Would the benefits of such an enterprise outweigh any problems? Explain.

. Distribute Worksheet H-2B, "Aramco Ad." Have students read the advertisement and then explain their answers to the following questions:

- How does a big company like Aramco recruit workers?

- What incentives are offered to persuade Americans to live in a desert environment?

- In this ad Aramco appeals to specific American values (e.g., casual lifestyle) and American concerns (e.g., health benefits, housing). Is this accidental or purposeful? Explain.

- What do you find most appealing about the Aramco offer? Least appealing? Explain.

- Do you think many Americans would answer this advertisement? If you had the required job skills, would you answer the Aramco ad? Why or why not?

- Based on what you know about the global economy today, would you predict more advertisments like this one by the year 2000? Why or why not?

. Students may want to look for similar ads in Fortune or in special issues of news magazines focused on the world economy.

STRATEGY 3

New York City workers do not have to leave their city to find themselves in contact with other cultures. New York itself is a multicultural environment, the result of one of the greatest migrations in history.

. Distribute Worksheet H-3, "Multicultural Jobs in New York City." Have students read the story and write a similar short story in their notebooks. After a few students have read their stories, have the class explain their answers to the following questions:

- How is the job of a New York City police officer (or nurse, receptionist, or department store clerk) "multicultural"?

- What do the jobs described and mentioned here have in common with the jobs described on Worksheets H-1 and H-2?

- Are the problems faced by this police officer, when first assigned to his or her precinct, similar to those faced by the Albright family (Worksheet H-2), when the members of that family first arrived in Turkey? Explain.

- Are the personal qualities needed to be effective in the jobs described and mentioned here like those needed by Americans assigned to work in foreign countries? Explain.

STRATEGY 4

The rapid decline in the number of unskilled jobs--another global trend--in large part explains high unemployment among minorities in New York City.

. Distribute Worksheet H-4A, "New Hope For Minorities?" Have students follow the directions on the worksheet and review their two lists (barriers to jobs and signs of improvement). Then have students explain their answers to the following questions:

- How are the employment problems facing minority youth in New York City related to worldwide economic trends?

- From this reading selection, what is the lesson to be learned for minority youth?

. Distribute Worksheet H-4B, "An Appeal to Hispanics." Have students examine the advertisement and explain their answers to the following questions:

- What message is Westinghouse trying to put across to Hispanic Americans?

- What message is given in the ad about the Westinghouse Corporation itself?

- What evidence is there in the ad that the American economy is changing? How are these changes related to worldwide changes?

- How do you react to this ad? Why?

. At this point in the Subtheme, students might be asked to make a list of job qualifications they think they will need, based on the material in Worksheets H-1 to 3. These qualifications should include work skills such as typing or data processing. It is also important that they list personal traits that companies seem to be looking for.

SUBTHEME H: *TODAY'S YOUNG PEOPLE WILL BE LAUNCHING THEIR CAREERS IN A WORLD OF INCREASING MULTICULTURAL CONTACTS AND RAPIDLY GROWING INVOLVEMENT WITH THE GLOBAL ECONOMY*

LEARNING ACTIVITY 2

RATIONALE

Having sampled some ways that New Yorkers' jobs involve global networks, students will now encounter several ways that those networks affect careers. First, when a person's career is interrupted, the cause often seems to be a personal problem or a local problem like the closing of a plant. Examined more carefully, however, the difficulties turn out to be connected to the larger worldwide trends. Second, the changes resulting from these global trends lead to dozens of new opportunities--including jobs unheard of a generation ago. Third, changes also lead to dislocation and, for some that means not just losing a job but seeing a career eliminated. Finally, these changes mean that workers should develop job skills and personal qualities that will help them adapt and succeed in a rapidly changeable job market. Needless to say, the very fact that the job market is so changeable requires that teachers keep abreast of current developments and adapt the strategies in this Learning Activity to them.

PERFORMANCE OBJECTIVES

Students will be able to:

- Analyze the connection between global economic issues and careers.
- Evaluate various proposals for dealing with employment proposals which are rooted in global issues.
- Explain the relationship between projected job increases and decreases and global trends.
- Identify the specific job skills and personal qualities that employers look for today.
- Assess their personal career qualifications.

STRATEGY 5

Global issues--for example, unemployment, inflation, job dislocations, and foreign competition--often explain problems that New Yorkers have in their careers.

- Divide the class into five groups and assign one selection on Worksheet H-5, "Global Issues and the Worker," to each group. Instruct the groups to 1) choose a secretary and a spokesperson, and 2) discuss their answers to the following questions, which should be written on the chalkboard:

  - What global issue is described here?

  - What evidence do you find that the issue is, in fact, global rather than national or local?

- How are careers affected by this global issue? What careers are being helped? What careers are being hurt?

. Have each group spokesperson report to the class, and then have students explain their answers to the following questions:

- Which of these global issues did you find most threatening to the careers of Americans?

- What do you think the American government might do to ease this career situation?

- Some Americans feel that the importation of low-priced foreign goods should be severely limited. While this would save American jobs for a time, in the long run it makes our higher-priced goods less competitive on the world market. Should short-term job-saving laws be passed? Or would you rather take the longer road to being able to compete in price? Explain.

- Some Americans propose that in order to control unemployment, the government spend large sums of money on "make-work" projects like soil conservation or bridge repair. Are there any better, long-term solutions to the problem of unemployment? Explain.

- Can the global problems that affect the careers of Americans today be solved on a local level? On a national level? Explain.

. As an alternative to answering the five questions above, students might roleplay a Congressional committee meeting on the career concerns of American high school students. Some students could take the roles of members of Congress, while others could be high schools students asked to testify. The testimony of high school students should focus on:

- Which global issues (inflation, unemployment, job dislocations, foreign competition, etc.)do they find most threatening to their own career concerns? Why?

- What policies do they think the United States government might follow to ease the situation?

- What impact do they think their recommendations will have? (For example, if they ask that the import of foreign goods be controlled, who may be helped and who may be hurt?)

. Members of Congress should question the witnesses.

STRATEGY 6

The United States Bureau of Labor Statistics, in projecting the job outlook for the 1990s, takes into account global trends like demographic and technological changes and environmental concerns. These projections, of course, must be upated as variables, unknown in 1983, intervene.

. Distribute Worksheet H-6, "Where the Jobs Will Be in 1990." Have students examine the chart and either individually or in small groups complete the exercises on the worksheet. Review the exercises and then have students explain their answers to the following questions:

- From this chart, what conclusions can be drawn about the job market throughout the 1980s?

- How valid is this chart? How do you suppose these figures were arrived at? Why should these figures (projections) be used cautiously?

- How would you account for the great increase expected in jobs for mining engineers? (Possible answer is: search for oil, other resources.)

- Why might the need for post office workers decline? (Possibilities: technological advances; the computer)

- How do jobs for teachers in adult education compare with jobs for teachers working at other levels? How would you account for the differences? (Possibilities: demographic changes; fewer children in this generation.)

- How would you explain the declining demand for farmers?

- Notice the expected decline in telegraph jobs. What do you suppose is happening to that industry? (Replaced by faster communications systems)

- Is the information provided by this chart helpful to you? Why or why not?

STRATEGY 7

As business people assess the rapidly changing economic scene, they often provide clues about the kind of employees they think will fit in best with their future plans. Even their employment ads often reveal more than specific job skills.

. Distribute Worksheet H-7A, "What Employers Are Looking For." Have students in pairs read the materials and list the personal qualities that employers look for. Then have students explain their answers to the following questions:

- Of all the personal qualities that employers look for in prospective workers, which qualities seem to be stressed?

- In the world of work today, how important is the employee's ability to adapt to change? To appreciate cultural differences?

- How do you suppose the employee qualifications sought by companies today differ from what employers looked for fifty years ago? Explain.

- How are these employee qualities related to worldwide trends, such as the development of a global economic system and technological advances? Explain.

- Based on these interviews, ads, and statements, what would you conclude about the education needed by workers in the later part of the twentieth century?

- Would these employers and companies hire you? Why or why not?

. Distribute Worksheet H-7B, "Taking Stock." Have students follow the directions on the worksheet and, in light of the information gained from earlier worksheets, evaluate their own specific job skills as well as less obvious qualities. Remind students to refer back to earlier worksheets for ideas.

(The mood of this activity should be upbeat. Students are not being graded or interviewed for this job. A student who has not been known for his or her determination may, as a result of this activity, decide that this is an area to concentrate on; studying a foreign language may be perceived differently than it was just a few days ago.)

Note: This worksheet can be used again for a concluding analysis at the end of this Subtheme, if desired.

SUBTHEME H: *TODAY'S YOUNG PEOPLE WILL BE LAUNCHING THEIR CAREERS IN A WORLD OF INCREASING MULTICULTURAL CONTACTS AND RAPIDLY GROWING INVOLVEMENT WITH THE GLOBAL ECONOMY*

LEARNNG ACTIVITY 3

RATIONALE

New York City holds a special place in the world economy. It is the hub city of major world economic networks and also the home of the United Nations, one of humanity's leading efforts to create a more stable and peaceful world. The city's key position in world affairs has a powerful impact on the nature of work available here.

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify the geographic factors and historical forces that have helped make New York what it is today.
- Describe the special place that New York occupies on the international political scene as well as in the world economy.
- Interpret a chart showing the position of the port of New York in international trade relative to other American ports.
- Explain ways in which the United Nations contributes to New York City's economy.
- Create an ad that boosts New York as a World City.

STRATEGY 8

New York's emergence on the international scene coincides with the development of a global economy. Since New York was already the economic capital of America's national economy, it was natural for the same companies and banks to become the center of a worldwide economic system.

- Distribute Worksheet H-8, "The Unofficial World Capital." Have students complete the exercise on the worksheet and then explain their answers to the following questions:

  - Why is New York City the "place to be" for people, whatever their career interests? What are New York's special qualities?

  - What historical forces have helped make New York what it is today?

  - How was geographic location important for New York?

  - What was different about the wave of immigration into New York from 1870 to the 1920s?

  - Why do you think the United States did not have a nationwide economy until the late 1800s?

  - Why did New York become the center of this national economy?

- What made it easy for New York City to become the hub of the newer world economy?

. As a special assignment, have the class--or volunteers--develop a bulletin board display around either of two concepts:

a) New York as a Crossroads
b) Why the Dream Starts Here

Back issues of local magazines, including those in foreign languages, can contribute to a good visual display while also helping students categorize the special qualities of their city. Themes for either topic should be far-ranging--from the first day on a new job to New York City as the home of the United Nations.

STRATEGY 9

The port of New York leads all other American ports in trade with 69 of the 170 principal nations of the world.

. Distribute Worksheet H-9, "New York's Role in International Trade." Have students complete the exercise on the worksheet and review it. Then have students explain their answers to the following questions:

- What conclusions can you draw about New York's position in the world economy from the data on this chart? Explain.

- How do you think New York's position in international trade affects industry in the city?

- How do you suppose New York's position in international trade affects jobs in the city? For the job seeker, is New York the "place to be"?

STRATEGY 10

One of the major reasons that New York has become the world's crossroads city is the presence of the United Nations. The General Assembly, the Security Council, and the Secretariat are the most visible institutions giving form to the efforts by the nations of the world to resolve their conflicts peacefully. In addition to its political mission, the UN has a variety of agencies involved in such causes as combating hunger, helping refugees, increasing food production, and aiding the efforts of developing countries. The field work of these functional agencies is conducted in every corner of the globe. But most have their headquarters here in New York.

. Distribute Worksheet H-10A, "The UN and the City." Have students explain their answers to the following questions:

- In what ways does the United Nations contribute to the city's economy? For example, where do you imagine the 35,000 members of the diplomatic community live, and how would that add to New York's economy?

- What kinds of jobs at the United Nations can you imagine being available to New Yorkers? (Have students brainstorm possibilities.)

- Distribute Worksheet H-10B, "United Nations Jobs." Divide the class into five or six small groups. Have each group choose one UN agency listed on the worksheet and prepare a report on that agency and on the possibilities of finding jobs with it by following the directions on the worksheet.

STRATEGY 11

This culminating activity emerges out of the students' realization, developed through earlier strategies, that New York City really is "where the action is."

- Divide the class into groups of five or six students. The task of each group is to create a magazine ad that will encourage foreign businesses to open offices, sales departments, or manufacturing plants in New York city. Encourage a little healthy competition among the groups. Instruct students to base their appeal on New York's position as "World City"--the hub of the global economy, the place "where the action is."

- Distribute Worksheet H-11, "Boosting New York as World City," which shows students some ideas. Students with imagination will find that information, pictures, and other graphic materials for use in their ads are available free from many sources, including businesses and business associations.

Teacher's notes